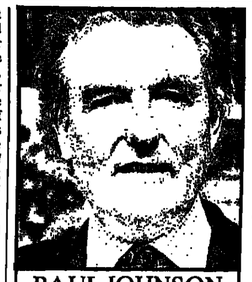
PERSONAL COLUMN



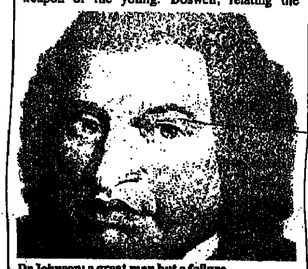
PAUL JOHNSON

Scrambling up a magic mountain

'Learning is an uphill ascent, with much puffing, panting and groaning'

I have no ideology of education. I do not believe that the best results will be produced by imposing a uniform scheme, however well-conceived, on the entire country. I am sure there is no such thing as an ideal type of school. Schools are organic creations, with a life of their own, usually breathed into them by one outsize personality, a Vaughan of Harrow, an Arnold of Rugby, both of whom rescued ancient institutions from decay, or a Roxburgh of Stowe, who made one from nothing. All good schools are *sui generis*. None can come into being, or long continue, without a head who is a leader, for children will not learn well if they are not led, and gifted teachers will always flock to serve a man or woman whom youth recognizes to have the regal touch. Size is not the determining factor. Warre of Eton, another fine head, was asked: "Do you know all the boys in your school?" and replied: "No, no, no. But they all know *me*."

There is something mysterious about what makes a good head, and also about what makes a great man fail as one. Dr Johnson, who founded his own school near Lichfield, had all the ostensible qualities: profound and varied knowledge, both academic and practical; wonderful powers of exposition; a tremendous presence, and force of character; the ability to inspire both awe and affection; and a genuine love of people, not least children. Yet the school was a failure. Boswell's father, Lord Auchinleck, used to sneer at Johnson's discomfiture: "A *dominie*, mon, an auld dominie: he keeped a schule, and cau'd it an *acaadamy*." Poor Johnson fell a victim to ridicule, a force which his fiercest adult critics never dared employ against him, but which is the secret weapon of the young. Boswell, relating the account of Garrick (one of only eight pupils) summed up: "His oddities of manner and uncouth gesticulations could not but be the subject of merriment to them; and, in particular, the young rogues used to listen at the door of his bedchamber, and peep through the keyhole, that they might turn into ridicule his tumultuous and awkward fondness for Mrs Johnson".



Dr Johnson: a great man but a failure as a headmaster

By contrast, there is the highly successful school run by Mrs Goddard, in the pages of Jane Austen's *Emma*. This head was no pedagogic genius, just "a plain, motherly kind of woman". She did not aim to "combine liberal acquirements with elegant morality upon new principles and new systems". Her school was not a place "where young ladies for enormous pay might be screwed out of health and into vanity". Rather it was "an old-fashioned Boarding-School, where a reasonable quantity of accomplishments were sold at a reasonable price, and where girls might be sent to be out of the way and scramble themselves into a little education". Mrs Goddard had picked a healthy spot, "had an ample house and garden, gave the children plenty of wholesome food, let them run about a great deal in the summer, and in winter dressed their chilblains with her own hands". So, concluded Jane Austen, "it was no wonder that a train of twenty young couples now walked after her to church".

This passage suggests to me that Jane Austen might have run an excellent school herself. We know from other evidence that she had many of the qualities: a zest for imparting knowledge to the young, and coupling it with the games and quizzes and competitions and, above all, the jokes which children love; my only doubt is whether she could have kept in check her sarcasm, the teacher's fatal refuge. Her description of Mrs Goddard's place shows she grasped the common-sense and practical wisdom needed for success. But, best of all, I like that phrase "scrambled themselves into a little education". I know of none which so truthfully describes the business of schooling. For education is a most difficult and imperfect process. There is no orderliness about it, no systematic progression. The image of the scramble is apt, and doubly so for learning is an uphill ascent, with much puffing, panting and groaning, and calls for respite. The teacher must push ahead, encouraging the child to follow in his wake, but leaving it to do its own scrambling, until the magic of the mountain takes over, and the panorama comes into view.

The teacher faces the class; and the class faces the teacher. But the true pedagogic relationship is one-to-one: there comes a moment when the teacher strikes a spark in the inert, reluctant child, and fans it into a feeble glow. It may expire, and have to be worked into life again, and yet again. Or it may grow in intensity, and burst into flame, burning for a lifetime. The good teacher spots when the first glow appears, and knows how to judge the quality of the flame. If he cultivates it effectively, there comes a moment when he can rest on his heels and watch the fire burn by itself. Professor W W Rostow, in his theory of how economics mature, refers to the moment of take-off, when the economy ceases to be dependent on outside forces and achieves self-sustaining growth. The child, too, at a certain stage, may achieve lift-off, and thereafter the teacher need to longer teach, for the child teaches itself; instead he becomes the child's mentor and guide. The class is merely the sympathetic or at least neutral environment in which this individual process takes place.

All this can happen in any kind of school, big or small, state or private, day or boarding. The essential thing is to create the moment when the child is suddenly willing to receive what the teacher offers: willing, then anxious, then avid. The good school is one where these moments occur often. I agree with Sir Keith Joseph, not normally a man whose judgements inspire me with confidence, when he says that the buildings do not matter much. It is the teachers who are the keys which unlock the minds of the children; they are the all-important essence of the school, under a head who makes them feel valued and who leads from the front. So it is the money, time and effort spent on teachers which counts, not the polished pine and gleaming glass and scholastic clutter.

My favourite educational scene does not take place in a school at all, but in a room in the miserable dwelling of the Perpetual Curate of Hogglestock, in Trollope's great novel *The Last Chronicle of Barset*. The Rev Josiah Crawley is deeply in debt, has been neglected and disparaged in his profession, and is under suspicion of having stolen a cheque. He is teaching his young daughter Greek, using the battered volumes of his youth, a Sophocles without its cover, a Euripedes which is torn and ink-stained and grimy. As he rolls out the sonorous, unforgettable verses, there is a great light in his sombre eyes, and an answering gleam in hers, and the fires of education are blazing merrily. What is it all *for*? Why, for itself, of course.

NEXT WEEK

The voice of the moderate teacher
Peter Smith replies to Sir Keith.

Love and rigour
A London primary head rejects ILEA's initiatives on sexism and racism.

Books
Brian Morton on the literary "double"; Christopher Price celebrates the work of Brian Simon.

Special travel feature
Sun spots, city breaks and holiday ideas.

NOTICEBOARD

PEOPLE...

Mrs Margaret Talboys, deputy head of Great Cornard Middle School, Suffolk, to be head of Frogmill Middle School, Frankley, Hereford and Worcester.

Mr Roger Weatherly, senior geography master at Bryanston School, Bradford, Dorset, to be head of Knighton House Girls' School, also in Blandford on the retirement of Mr Bernard Pratt next year.

Mr D Falcon, deputy director of education, Humberside, to be deputy education officer, ILEA. **Mr D Mallen**, assistant education officer, ILEA, to be deputy education officer, ILEA.

Dr Dennis Strongitharm to be senior staff inspector, ILEA, on the retirement of Mr Ron Aldridge. He was previously staff inspector for science and technology.

Professor John Tomlinson, director of the Institute of Education, University of Warwick, to be chairman of the Council of the National Institute for Careers Education and Counselling.

CONFERENCES...

October 7 and 16 -
Two sixth-form conferences organized by the Historical Association. The first, in the School of Education, University of Durham, will be on *The Reformation in Europe*; details from Professor G Bathe, University of Durham's School of Education, Leazes Road, Durham DH1 1TA. At the second, at the City of London School for Girls, Barbican, from 2pm until 4.30pm, Professor Denis Mack Smith will speak on *Garibaldi, Cavour and the Italian Risorgimento*. Tickets from the Historical Association, 59a Kennington Park Road, London SE11 4JH.

October 9 -
Staffordshire County branch of the NAHT conference for heads and deputies at Keele University. Speakers include David Hart; Valerie Evans, HMI, on the curriculum 5–16; Mark Fisher, MP, on alternatives to today's education system; and Dr P Hunter, CEO. Details: The Secretary, C J Why, Park Middle School, Park Lane, Knypersley, Stoke-on-Trent.

October 12 -
Pastoral care and academic performance – where is the link? a Waltham Forest NAPCE local group conference. Michael Marland on *Pastoral Care and the Curriculum* and there will be workshop sessions on developing the link between pastoral care and academic performance. Follow-up evening meetings will be held on October 22 and November 26. Details: Patsy Wagner, Summerfield Centre, Leyton Green Road, London E10.

October 15 -
A sixth-form conference on *Politics and the Individual* at Central Hall, Westminster, from 9.45am–4.30pm. Speakers include Mr Tam Dalyell, MP, Mr Anthony Barrowclough, Mr Des Wilson, Mr Brian Gosschalk, Mr Julian Critchley, MP, and Mr Christopher Price. Details: Education and Training Seminars, 60 South Molton Street, London W1Y 2AX.

COURSES...

October 11–12 -
Incest and child sexual abuse: a two-day course at the University of Bristol Department of Extra-Mural Studies, Wills Memorial Building, Queen's Road, Bristol. Fee £20 (reduced fee for claimants, etc). Details: Extra-Mural Studies Department at the above address.

October 19–20 -
The Schools Music Association annual course and meeting in European Music Year on 5 to 16 primary music matters – secondary music moves at the Mount Royal Hotel, Princes Street, Edinburgh. Speakers and session leaders include George Walker, Marjorie Glynne-Jones, Maxwell Peyea, David Pescock, Michael Garrick and Robert Wells. Residential fee £75, non-residential £60. Applications to Mrs Valerie Hawkins, the conference secretary, The Schools Music Association, 3 Moss Hall Court, Moss Hall Grove, London N12 8PD.

November 2–3 -
Dance in the Curriculum 5–18: a weekend workshop at Chester College of Higher Education. Fee £25 excluding accommodation (£20 PEA members). Details: Physical Education Association, Ling House, 162 King's Cross Road, London WC1.

EVENTS...

October 12 -
Society for Italic Handwriting workshop at St Mary's Convent, Batemen Street, Cambridge, from 10.30am to 4.30pm. Fee £6, members £5, children/OAPs £2.50. Details: The Secretary, Eric Vickers, SIH, Flat 4, 75 Torrington Park, London N12 9PN.

October 18 -
Polytechnic Association for Continuing Education workshop on *Open College Network* at the Polytechnic of the South Bank from 10am–4pm. Details: Maggie Woodrow 01-228 2015 before October 4.

October 24–26 -
Wessex Children's Book Fair at the Winchester Recreation Centre will be opened by Roald Dahl. More than 28,000 books will be on display and there will be talks and demonstrations with authors and illustrators as well as story telling and poetry reading sessions. Details: Michael Harrington Ltd., 74 Parchment Street, Winchester.

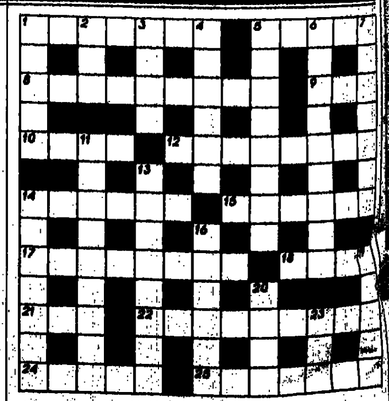
Until October 31 -
The Grounds of Artes: an exhibition of mathematical books of 16th-century England in the Whipple Museum of the History of Science, Free School Lane, Cambridge. Monday–Friday 2–4pm and Sunday October 6, 2–4pm.

COMPETITIONS...

BBC playwrighting competition for under-12 year olds: short play scripts of six minutes' duration in two categories – group and individual – should be submitted by December 6. Open days will be held in BBC centres in Manchester, Bristol, Birmingham and London where competitors will be given advice on script problems, radio production techniques, sound effects, etc. The judges will be Alan Ayckbourn, Alan Bleasdale and Colin Baker. Scripts – not cassettes – should be sent to Caroline Smith, Playwrighting Competition, BBC, PO Box 40, Manchester M60 1FR.

Save The Children Fund 5th Junior Sponsored Scrabble Competition will be held on November 9 at the City University, St John Street, London EC1. Sponsorship is in multiples of five Scrabble points, and last year SCF raised more than £13,000 from the contest. Contact Caroline Yardley, London area organizer, 27 Lower Common South, London SW15.

No 222 CROSSWORD by Rufus



Across

1 Saucepan's ready for cooking a snipe (3-4)
5 Transport to school (3)
8 Look-out, it may have a high tar content (5,4)
9 Dry in half a second (3)
10 Game for children playing with matches (4)
12 Result of the match (5)
14 Extent of one's education (6)
15 Resort of a hundred girls (6)
17 Definite cure (8)
18 Jab with a soft stick (4)
21 Turkish leader is a little extravagant (3)
23 Token of rudeness and nervousness (3)
24 Dances and swims (5)
25 He may be a master of form (7)

Down

1 Prepares gifts and cards (5)
2 To love in excess (3)
3 It may be played on the lawn in summer (4)
4 It comes to the fore in the boot and shoe industry (6)
5 Order out in test given to university students (8)
6 Bar ... in bar, perhaps, but he won't drink in one (3)
7 Uncle is out to get us, that's the heart of the matter (7)
11 A concrete addition to the total (9)
13 Takes pleasure in being slighted, strangely enough (8)
14 Applied to become a literary giant (7)
16 This ring is impressive (6)
19 Gloomy number get behind (5)
20 Like to take one over a cockney (4)
23 Refuse to observe a request for silence (3)

Solution to puzzle 221

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THE TIMES
Educational Supplement

FRIDAY OCTOBER 4 1985 NUMBER 3614 FIRST PUBLISHED 1910 PRICE 65p

Employers on verge of split over no-ties salary offer

by Mike Durham

The fragile unity of employers over teachers' pay could be shattered today with a last-ditch attempt by some groups to reach a compromise on pay and conditions of service by next Friday.

Following the sudden change of policy by members of the Association of Metropolitan Authorities, Labour councillors on the Burnham management panel will today vote to offer teachers a "no strings attached" pay rise for this year.

But Conservative and Liberal members favour an 11th-hour attempt to find common ground with the teachers on a restructuring package. With the support of Independents and the two Department of Education and Science representatives, they could overrule Labour.

Sir Keith Joseph's deadline for "agreement in principle" on the restructuring package is next Friday, or the following Monday at the very latest, after which he will withdraw the offer of £1.25 billion over four years.

There are 13 Labour members of the Burnham management panel, and 14 others – eight Conservatives, two Liberals, two Independents, and two DES representatives. The outcome could depend on the vote of a Welsh independent councillor.

Mr Philip Merridale, education chairman of Hampshire and leader of the eight Conservatives on the management panel, said this week he still favoured trying to strike an accord with the teaching unions.

He said: "We do not have to reach an agreement by next Friday. Too much is being made of that. Sir Keith has said he does not expect us to deliver every dot and comma of an agreement.

"What he wants is an irrevocable compact. I don't think that is impossible to obtain. I will seek to persuade colleagues that we would be ill-advised to cut off access to the £1.25 billion."

Liberal Mr Bernard Pratt, education chairman of the Isle of Wight, said it was "irresponsible" to turn down Sir Keith's offer before the deadline.

He will today propose drawing up a letter of intent in which the LEAs would promise a degree of pay restoration, in return for a union promise to open talks on pay restructuring. Both sides could then make an approach on Sir Keith.

"I do not believe an agreement on the package can be reached by next week, so a letter of intent is the only way of releasing the money," he said.

Whatever the outcome, the employers' side of the Burnham Committee will almost certainly be seriously split along party lines for the first time since elections gave Labour overall control in May.

Mr John Pearman, deputy leader, said this week that nearly 1 per cent more could be offered to teachers this year by using savings made by local authorities during the pay dispute. Most LEAs have banked money owed to the teachers and it has earned up to 20 per cent interest.

● A county council has told its teaching force they cannot have time off to carry out civic duties – such as serving as magistrates or elected local councillors – while pay sanctions continue, *Richard Garner writes*.

The move by Labour-controlled Gwent, has already led to a former Labour deputy mayor of its biggest district council being unable to attend council-and committee meetings.

● A pay inquiry to establish an erosion-proof salary structure for teachers was promised this week by the Shadow education secretary, Mr Giles Radice. He said that it had the approval of the Shadow Cabinet.

Mr Radice who was speaking to an NUT fringe meeting at Bournemouth on Wednesday, said that if a Labour government were elected tomorrow it would "fund" a negotiated settlement of the 1985 claim." It would follow this up by establishing an inquiry which would not only look at pay in comparable occupations and professions but take account of the fresh demands being made on teachers. It would also aim at establishing mechanisms to ensure that the value of that salary structure was maintained in future.

Mr Radice added: "Because I feel that the salary increases such an inquiry would recommend would be substantial I have to say that the view of the Shadow Cabinet is that they would need to be phased in over the first few years of the government's term of office. I believe teachers will understand why this has to be."

FE pay scales: other union moves page 8

Minister's gibe on work angers academics

by TES reporters

Universities reacted angrily this week to the suggestion by a senior Cabinet minister that they were narrowly academic and not meeting the needs of industry.

If there were any truth in the criticisms, they said, the Government itself was partly to blame for starving them of cash, and for stressing the importance of taking students with high academic qualifications.

The criticisms were made by Lord Young, the Employment Secretary, at a management conference in London this week.

He said that it was "ludicrous" that people still needed two A levels to get to university, adding that candidates should be accepted on qualifications other than the academic.

"For all too many years people went to schools which despised the world of work and went to universities which totally rejected it," he told a British Institute of Management national education conference.

That is why the brightest people had traditionally applied for "gentlemanly" jobs such as the Civil Service and the Armed Forces, he said.

Sir John Kingham, former chairman of the science and engineering research council and now vice-chancellor of the University of Bristol, said: "The Government itself is not entirely blameless – the Civil Service rewards its lawyers and barristers more than it does its computer operators.

"If he's saying that universities should lower their entry requirements by accepting people with less than two A levels, I have to say that the problems of industry cannot be solved without people of ability."

Professor Rodney Quayle, vice-chancellor of Bath University, said the Government itself stressed the importance of universities having a high quality intake – and that meant good A levels.

Both the University Grants Committee, and Sir Keith Joseph, had taken a hard line on quality of intake, he pointed out, so there was a built-in driving force for high A levels.

Professor Harold Hankins, principal of the University of Manchester Institute of Science and Technology, said he "totally rejected" Lord Young's allegations that universities had been divorced from the world of work. UMIST had a long tradition of supplying the skilled manpower needed by industry, business and commerce. "There is probably far more going than Lord Young realizes."

Mr Neil Kinnock, the Labour leader, told *The TES* this week: "If Lord Young and his friends started putting their money where their mouths are, we could start taking them seriously about this sort of thing."

The child is the father to the man: weighing and washing babies at Eveline Lowe primary school, South London, puts gender roles on the curriculum as well as providing lessons in maths and human biology (see page 23).

Picture: Janine Wiedel

Health check exam

by Susannah Kirkman

A new health, hygiene and safety test is to assess whether pupils know where to find advice on venereal disease and contraception, and if they understand how to cope with depression.

The Associated Examining Board is launching the test in response to demands from employers that young employees should be able to face up to the realities of life; and should have a basic knowledge of health and safety precautions.

The test is specifically aimed at 16-year-old pupils taking the Certificate of Pre-Vocational Education and at YTS trainees, although the board says it would also be suitable for under-16s.

A trial paper includes the questions: "Where could a person go for professional advice about contraception?" and "What should you do first if you find a workmate collapsed across a bench and clutching a live electric cable?"

It also asks how the health of a non-smoker might be affected in a room full of people smoking.

Food hygiene is another important area. Candidates are tested on the symptoms and causes of salmonella poisoning and on rules of hygiene for handling food.

Pupils will have to explain why enting too many chips is unhealthy, and describes items of protective clothing needed by different workers.

Candidates will have to be familiar with safe lifting techniques, and with the symptoms and treatment of worms.

The test is the latest in a series which includes papers on computer awareness, life skills and the world of work.

THIS WEEK

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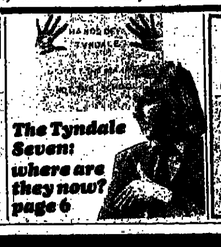

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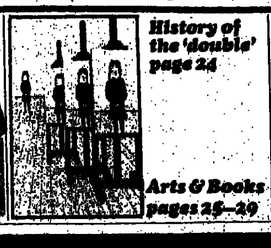

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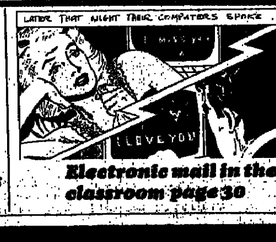


Electronic mail in the classroom page 30

Winter sun and city breaks pages 33–40

TIMES PAST — THE TIMES

EDUCATIONAL SUPPLEMENT
Priory House, St John's Lane, London EC1M 4BX. Tel 01-253 3000

What butters the parsnips?

The employers' side of the Burnham Committee have not taken long to lose confidence in the offer put to the teachers on October 10. With Mrs Nicky Harrison on holiday in the south of France, it fell again to the ingenious John Pearman, the Wakefield education chairman who acts as her deputy, to step in. He put his head together with Mr Giles Radice, the Labour education spokesman, with the clear objective (one among many, no doubt) of making sure that by the time Radice rose to speak in Monday's debate at the Labour Party conference, the Labour members of Burnham had escaped from the compromising position they have been manoeuvred into by Sir Keith Joseph.

What is undoubtedly true is that the ingenuity with which the Burnham secretariat had put together the composite offer had led the employers to back a proposition which linked 1985 to the 1986–89 structure plan. Indeed, it more than linked the two, it relied on some of the funds earmarked for the structure in the years 1986–89, to sugar the 1985 pill.

In deciding to try again for a separate deal on 1985, therefore, the local authorities face the prospect of *digging much deeper into their own pockets unless* they can persuade the Government to go back on decisions reaffirmed several times during the past two weeks. Even to match the end-loading of the *September offer, the l.e.a.s need the £70* million "borrowed" from 1986–87. They would also need a bigger basic offer from April 1, 1985.

It remains to be seen how far the Labour local authorities are prepared to go to settle the dispute. At first sight, it looks as if any improved offer they make will be dependent on the Government's willingness to increase the Rate Support Grant or, at any rate, relieve the local authorities of the penalties which the extra expenditure would otherwise entail.

Mrs Thatcher has wasted no time in rejecting any *such suggestion. Sir Keith had done the same when* Mrs Harrison met him in the wake of the September 10 breakdown. Mr Pearman's initiative may lead to a different offer. It may lead to an offer which is not linked to any commitment of the teachers on structure and contract. But whether the money will amount to the full cost of inflation, end-loaded to take account of the rise in average earnings, over and above the level of inflation, is much more doubtful. And as things now stand, if the authorities are moved to make such an offer they would have to make deep *cuts elsewhere to pay for it – most probably by* making teachers redundant.

No one, however, could rule out some sort of a deal – even one which failed to meet the teachers' stated demands, but which by setting aside questions of contract and structure, succeeds in channelling some money into teachers' pay packets now, while leaving the teachers' army in the field for another miserable battle next year.

The local authorities are now more deeply divided along political lines than ever. Labour probably has the votes to carry the day, and may well get some support from the Alliance. But the moral force of any joint teacher – l.e.a. appeal to the Government would depend on Conservatives in local government being *whole-heartedly behind it. Now there will be a good* old-fashioned political slanging match. Mr Pearman may have helped to get Mr Kinnock off the hook, but not much more.

The breaking of ranks on the employers' side has brought elation to the NUT and helped to fuel the euphoria which is built up by demonstrations and industrial action. But it is not clear that the party-political divisions on the employers' side will actually yield the teachers' a better deal. Teachers had better make the most of the euphoria while it *lasts. Unfortunately, it won't butter parsnips any* better than kind words.

COMMENT

Teachers under stress

The latest study of stress among teachers (page 11) may not be the most elegant of the growing pile of surveys of occupational stress. But it provides interesting "facts" about the sources and results of stress among teachers in city secondary schools.

Studies of stress based on subjective reports, rather than more objective factors, should perhaps be taken with a pinch of aspirin. What job does not cause headaches and fatigue? But the anecdotal and survey evidence of increasing stress among teachers seems to be mounting convincingly.

And there is a simple explanation of the fact that teachers do not come out very high on surveys of occupational stress based on external indicators such as absenteeism and illness: only the teachers have holidays long enough to let them recuperate, and carry on.

One particularly worrying thing about Mr Armes's survey – almost as worrying as the fact that nearly a quarter of the teachers in the survey was apparently being driven to bouts of heavy drinking – is the general level of misery and disaffection that it reveals.

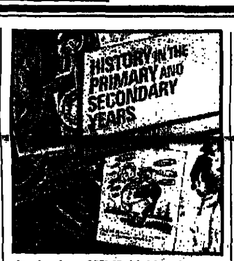
The survey puts percentages on the numbers of teachers who want out, or who are working with minimal enthusiasm, and the percentages are disturbingly high. And while it may not be surprising that teachers feel unloved and unappreciated by the general public and the *DES*, it is alarming that they feel so poorly understood and supported by head teachers and advisors.

Meanwhile other surveys have shown the level of stress among the heads themselves – even before the appallingly stressful results of the pre-

sent teachers' action. When even an outstandingly successful primary head like Mrs Wendla Kernig (page 23) is driven to early retirement, it is time to rethink the demands being imposed on both heads and teachers.

Pay and status are a crucial element in improving the lot of teachers. But this survey, and others, suggest that a great deal could be done by better and more sensitive management of schools.

If the flood of national and local authority initiatives could be controlled, and if the inspectors and advisers who are currently drowning in paperwork could be rescued so they could go out and support the heads and teachers on the job, at least some of the headaches might disappear.



The case for history

History in the primary and secondary years published by the DES this week (HMSO, £3.95) is a glossy presentation of the HMI's views which will receive careful reviewing in due course. First impressions suggest that the history inspectors have taken very seriously the need to "sell" history as a key subject in a modern curriculum – one which has to fight for its place in the timetables of 14 to 16-year-olds if it is not to be crowded out.

The result is an attractive, well-produced and readable publication which begins with a lucid and insistent section on why history matters and why a historical perspective is the enemy of tyrants and a crucial contributor to "our ability to relate to a bewildering contemporary world".

Whether the result is enough to convince the philistines is another matter. Lord Young, who has been sounding off yet again this week about the schools and their regrettable preoccupation with the things of the mind, might well take some convincing about the centrality of history. After all, the quest for understanding – as opposed to making or changing – is dangerously contemplative – not alongside the excitements of TVEI.

The HMIs probably realize this is the flank they must guard and the pamphlet is marred by those dreary check lists of objectives and age-related targets which reflect the pedagogy which now exercises such a boring domination of HMI thinking. Some of them are meaninglessly vague – as objectives they would only become useful if heavily qualified, but, in becoming more precise, they would also become more oppressive. Watch this space for more of this next week when the draft grade criteria for nine subjects in GCSE are published.

Assembly on trial

An anonymous complaint has triggered a theoretically predictable yet in fact very surprising confrontation between the head of a London comprehensive and the DES (page 4). In response to a demand that she comply with the 1944 Act, she has offered to hold two year-group assemblies a week rather than one; the ILEA inspectorate apparently thinks both the frequency and the proposed content quite acceptable, but the DES does not.

The circumstances at this particular school are typical of many city comprehensives. A large proportion of the pupils do not come from a Christian background and many of the staff are not prepared to take part in a religious assembly. Tutor time does not come at the beginning of the day (it takes place in the afternoon), so compliance with the Act would mean totally reorganizing the timetable. Such factors are often compounded by the cost of suitable materials and the lack of a hall of suitable size in many schools full implementation of the Act is logistically impossible.

Enter, on cue, a "discussion paper" on the subject from the ILEA (page 8). Nothing is resolved, but the inspectorate stand with the embattled head, urging her to keep on trying. And, by doing so, imbroglio. While trying to avoid windy platitudes, the paper has to take account of the capital's multiplicity of faiths without slithering into the vaguest LCM of deism.

It distinguishes, helpfully, between "collective worship", in the sense that it may be said to take place in school and the "corporate" worship which voluntary believers may share in as a central part of their religious life. There remain, however, real difficulties in reconciling the obligation to eschew form and content of any particular "denomination" (a word which may not be appropriate to the designation of separate religions) with the need to avoid a vacuous "religionless" which reduces the claims to truth which all religions make to an equal level of insignificance.

It would be an overstatement to suggest the ILEA paper has squared the circle, but it offers some interesting suggestions for a variety of assemblies. The *common factor is that they all* require careful planning and presentation.

It is an open question, however, whether ILEA's thoughtful paper satisfies the terms of the 1944 Act. The law may be an ass, but it probably is not sufficiently asinine to try to enforce provisions which are patently impossible to apply, in quite changed circumstances. It is significant that very few complaints are formally made about something which has long been an area of ambiguity. Schools spend a lot of time trying to make religious education real and meaningful. But there is an absolute difference between lessons in what amount to comparative religion and acts of worship which, to be true, have to be rooted in the tradition and experience of some specific faith. At present each school decides unilaterally what is best to do. Messy as it is this may be a good working arrangement. Let sleeping laws lie.

... no comment

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Programmes of study for those enrolling students for evening classes will

Second opinio

Reading, writing, redundanc

The decision of the Liverpo Council to sack its entire wor including 5,000 teachers, is a d attempt to stave off insolvency time in which to wage a politica on the Government. Despite a denials it is now clear that thes dancy notices were secretly pas early September, ready for de tion in order to comply wit statutory 90 days notice requi council which rejoices in the sl "Better to break the law than b the poor" – has gone to extraor lengths to stay within the law, a the extent of breaking the l record for mass sackings.

The present crisis is the in consequence of the council's re to set a 9 per cent rate, even councillors were previously com a 20 per cent rate rise and a bi budget. However, the Gener Municipal Boiler-maker's T Trade Union's senior comm satisfied by last year's 17 per "fudge budget", demanded to figure rate rise saying that an would be a "sell out".

The relationship between lei ership of the largest manual GMBATU and the councillors on the council is politically some The deputy leader of the Derek Hatton, frequently meetings of the GMBATU s stewards and as a result of this a fusion of political and ind policy.

Once the Liverpool Labour had endorsed the 9 per cent decision, there was an attempt mobilize the work force and the for confrontation with the Gov ment. This failed for a numb reasons, the major one being increasingly narrow base of sup paign: the language and thinki cluded rather than included the authoritarian approach was also imposing political and policy dec rather than sharing them with n nizations outside the Labour P The attack by the Bishops of Live against the narrow outlook of Labour group showed the wid frustration of concerned secto the community who care passion about the accelerating impov ment of the majority of its ci They are only allowed to pa in a campaign against the Gover if they swallow local Labour policy, hook, line and sinker.

Ironically, the vast majority city's workforce is now mobil against the government-impose council's policy of ditching long bilities to its workforce. One of this spontaneous unity in reaction of headteachers to th picket line on a school closu council to distribute notices of dancy. Three hundred heads members of NAHT and SHA ag to cross the picket line.

In spite of such dramatic scenes, the future for teachers Liverpool is bleak. Should an court action set aside the decisi make people redundant the could be the bankruptcy of the council unless other financial means presently unpalatable to the Lab group are embarked upon. If the case does not succeed, teachers have to face the prospect of a Year on the dole. In recent day council strategy of making redu cies has been publicly rejected by its workers, by the bishops, by regional, and national trade structures, and, more embarrass for them, by the leader of the Party at its national conference.

Jim Fer

*Jim Fergu*son *is a member of the Executive's Left wing* Education Manifesto *group.*

NEWS

Dead awful – a Mole's eye view of the staffroom

Diary of Adrian Mole
Monday, September 30.

"The headmaster called me into his office today and angrily waved a copy of the *New Statesman* in my face.

I couldn't understand why, as it seemed full of articles on opinion polls and the miners' strike (isn't that finished?) and reviews of books by some woman called Virago. Then to my horror I saw a long screed by Sue Townsend (the one who keeps writing about me) saying how boring and conservative teachers are. I couldn't help laughing, but then he gave me this long lecture about how teachers were underpaid and overstressed, and could do without this sort of thing, etc. I assured him I only read the *Spectator* and *The Times Educational Supplement*, but I don't think he believed me."

● Adrian Mole and his creator Sue Townsend (inset)

Sue Townsend has up until now been a teachers' favourite. She is currently in the best seller lists with her diary of intellectual adolescent Adrian Mile. Her Adrian Mole books are read in school assemblies and widely used as classroom texts. Accordingly, she has been invited into schools to speak about her work.

In the *New Statesman* she recounts her impressions of the teachers she has met. They do not make a glowing testimonial for the profession, though they might form the germ of a future book.

She writes: "My overwhelming impression of many of them was that they were deeply boring and conservative. Of course there were in every school a few eccentric brave teachers who managed the juggling act of liking the children, keeping order, and teaching brilliantly. But they were regarded by their boring colleagues as buffoons, and had little status in the school. I began to dread going into staffrooms and, after one nasty scene I decided that I wouldn't accept any new invitations."

She then recounts an episode in which "a gang of teachers surround a *fat boy and accuse him of being* 'grossly obese anyway, so missing a meal won't harm you'". She adds that teachers "seemed to despise the children".

"Teachers were unhappy, didn't much like their jobs or the children, or the headteacher. Married teachers with children were drawing Family Income Supplement. Teachers were nervous, shouting, losing control of themselves and their classes. They were frighteningly conformist, almost as though they were in a permanent state of being interviewed, (which I suppose most of them were) promotion was obsessively discussed."

She concludes: "This country needs a revolution in education. It is no longer enough to tinker about with the curriculum, or teachers' pay or patching up school buildings. Grossly incompetent headteachers should go. Everyone knows who they are. New solid schools should be built and a totally new curriculum should be worked out. One that reflects the needs of girls and those children comparatively new to our country. Above all we need to pay our teachers on a par with other professional groups."

Ms Townsend's attack did not ruffle the feathers of the National Union of Teachers. A spokesman conceded generously this week: "If you're a teacher you have to be able to take criticism and you have to be able to laugh at yourself. I would think most teachers would have enjoyed it. And many would actually agree with what she says."

David Lister

HMI defends value of history

by Susannah Kirkman

HM Inspectorate has mounted a spirited defence of history aimed at parents and local authorities, as well as teachers.

In a lavish, illustrated booklet published this week, HMI says that history helps to develop intellectual independence and moral awareness. "Thinking historically is not only one manifestation of an open society, it is also one of the guarantors of its continued existence," the booklet insists.

History increases young people's chances of employment because it trains them to analyse problems and communicate ideas, says HMI. It also demands the critical evaluation of evidence, and develops a wide range of language skills.

Interest in the past is also an important leisure activity in an era when young people, whatever their job prospects, are likely to spend far less of their time actually at work.

For some time, historians have been concerned at the encroachment of other subjects on history's place in the curriculum. Now HMI is saying that teachers must be able to justify the subject's inclusion in the core curriculum. They need to say why public resources should be spent on it, according to HMI.

Half of all pupils drop history as a separate subject at 14, so history for science pupils is likely to be part of a "carefully planned and evaluated alliance" with other subjects, HMI suggests.

Outdated teaching methods must change; asking questions and making informed judgements are more important for pupils than repeating facts parrot-fashion, the booklet insists. Pupils should also be able to assess evidence, recognize change, develop a sense of chronology and empathize with people in the past.

Younger children can be encouraged to learn about history through stories, pictures, painting, modelling and acting, while the syllabus for secondary pupils should include some work based on their local area.

HMI does not shirk the controversial issues in history teaching. Syllabuses must reflect the multicultural society in which all British pupils live, not just for residents of Brixton, Moss Side or Handsworth, but also for those living in Surbiton, Bodmin and Norwich, the booklet says. But HMI condemns as "patronizing" the suggestion that multicultural history can give minorities a sense of pride in their own group and cultural achievements.

It is no longer acceptable to denigrate women's role in history, HMI warns. History lessons on the lives of medieval peasants, for instance, overemphasize men, although women worked as blacksmiths, pedlars and shopkeepers, and took part in sowing, harvesting and slaughtering animals, as well as defending their homes and looking after their families.

Teachers must be on their guard against bias and indoctrination, too. In history books, words such as "massacre", "Crusade", "rebel", "bourgeoisie" and "imperialism" can assume values which may be prejudiced.

History in the Primary and Secondary Years, HMSO, price £3.95.

No 10 summit attacked

by Biddy Passmore and David Lister

The Prime Minister was attacked this week for inviting "right wingers" to a 10 Downing Street meeting on education while refusing to meet Labour local authority leaders to discuss the teachers' pay dispute.

Guests at Wednesday night's prime ministerial teach-in, which had been arranged some time ago, included such controversial figures as Bradford head Ray Honeyford and Hereford and Worcester education chairman Dr David Muffett.

But the 25 invitees also included some essentially non-political figures such as the former president of the Secondary Heads Association, Mr Geoffrey Goodall, and Anne Jones, head of Cranford Community School in Hounslow. Mr Lawrie Norcross, head of Highbury Grove School was also among the guests.

The guests were invited to the private meeting on the grounds that the Prime Minister wanted to discuss current concerns with those involved in running parts of the education service.

Mr Fred Jarvis, NUT general secretary, said it was appalling that the PM had invited "a bunch of right-leaning moaning Minnies" while refusing to meet the local authority employers in the pay dispute.

There were also a number of figures from the world of higher education thought to include Baroness Cox and Dr John Marks, Dr John Ashworth, vice chancellor of Salford University, Professor John Butterfield, former vice chancellor of Cambridge University, and Dr Dennis O'Keeffe, senior lecturer in education at North London Polytechnic. Sir Keith Joseph and two junior ministers from the DES, as well as the Cabinet Ministers Lord Young and Mr Leon Brittan, were also among the guests.

Continental day is longer

by Hilary Wilce

The bad news for the National Association of Head Teachers is that if it really wants to bring in the Continental day, its members could end up working *from eight in the morning to past five* o'clock at night – *and* on Saturday mornings.

Across the channel, these lengthy hours are as common as the mornings only timetable that insular Britain likes *to think is common practice from Paris* to Pisa.

Only West Germany and Italy have the kind of school hours that the NAHT has tried to introduce to London.

Most German schools start at about 8.30am and finish about 12.30pm – the system is based on a traditional belief that children need as much time as possible in the home environment, and that mothers will help with afternoon homework. In Italy, an 8am to 8.30am start usually means school closing between midday and 2pm.

But elsewhere schools hours are lengthy. In France, schools go from 8am to 9am to between 4pm and 5pm, with a two-hour lunch break for younger children. Primary schools close down on Wednesdays and open on Saturdays, but secondary schools run all through the week and sometimes offer additional classes for examination students on Saturdays.

In Spain, the school day starts at 8.30am and runs on until 5.30pm, or 6.30pm, although there is a two- or three-hour siesta break in the middle of the day.

An early start is also common in northern Europe. Throughout Scandinavia pupils head off in the dark for an eight o'clock start, carrying on until between one or three o'clock.

The variation in daily school hours, however, does not necessarily mean a wide variation in the hours of schooling that pupils receive. The length of school holidays also varies widely.

And while Britain flirts with the Continental day, parts of Europe are taking a closer look at the British school timetable. In West Germany, the most progressive schools, the comprehensives, have a school day which is more like the English than the German. In Italy some experimental schools have a full-length day, while in France there is growing pressure for the adoption of *la semaine Anglaise.*

Richmond to pay dinner money

Richmond Council's education committee this week voted for a plan to pay teachers for lunchtime supervision. It thus became the first authority to do so.

The Alliance-controlled outer London authority is planning to offer £2.75 plus a free meal for each half hour session – and bring the scheme into force immediately after the half-term break on October 28.

The immediate response of the National Union of Teachers to the plan was hostile. The National Association of Schoolmasters/Union of Women Teachers said the money on offer was "ludicrous".

ILEA heads shelve plans for half-days

by Richard Garner

Headteachers in inner London have put off their controversial plan to close schools for the afternoon.

They will now wait to see if a new initiative from ILEA to spend £3 million on appointing new "midday co-ordinators" will solve the lunch-time supervision problem.

The executive of the London Head Teachers' Association, the Inner London branch of the NAHT, offered the olive branch to Mrs Frances Morrell, the ILEA leader, who had told them their action would lose children the equivalent of a day a week's schooling.

Earlier, a ballot of the LHTA's 700 members had shown a three-to-one majority for introducing a Continental-style double-session day – starting at 9am and shutting schools at 1.15pm with a mid-morning break.

Mr Brin Morgan, Inner London council member of the NAHT, said the decision to defer the introduction of the new hours – originally scheduled for this week – was to see if talks with the unions on the plan would provide a solution.

However, the LHTA remained sceptical about the scheme – and denied that its telescoping of the school day would have cost school meals staff their jobs since lunches could have been served at 1.15.

● An initiative by Conservatives in Brent to introduce a Continental-style day in schools during the teachers' dispute has foundered.

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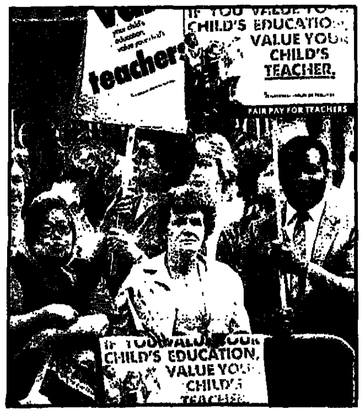
PLATFORM

In Platform last week the Education Secretary sent an open letter to teachers on why the Government's latest pay offer should be accepted. Here Peter Smith explains why the unions – and their members – believe it isn't enough.

What Sir Keith has still not grasped



Last week *The TES* published an open letter from Sir Keith Joseph in which he urgently besought teachers to accept the Burnham Management Panel's latest pay offer. Though wary of being cast in the role of "moderate teachers' spokesman" – and I shall explain why later – I am grateful for the opportunity to reply to his letter.

I do not question Sir Keith's sincerity "in seeking to secure better schooling for children of all abilities". I accept his claim that the Government has promoted a number of important initiatives to achieve it. I treat as genuine his commitment to the thesis that better schools need to be staffed with well qualified, systematically trained and highly motivated teachers with suitable pay and career prospects. I regard his open letter not just as a pre-party conference public relations exercise but as an honest attempt to end a long and demanding dispute.

I believe that Sir Keith's attempt will fail. More depressing is my belief that neither Sir Keith nor his advisers will understand why. It is vitally important *that they should.*

The origin of the current dispute lies in the Government's firm opposition to basing pay awards for public employees on comparisons within the public service and between the public *and private sectors. It was always* merely a matter of time until the Government's quite open determination to squeeze comparability out of public sector pay bargaining would clash with an equal commitment by teachers to achieve the restoration of Houghton. It is to Sir Keith's credit that he does not shirk the issue. It is quite central to the quarrel. It cannot be fudged.

The restoration of Houghton, writes Sir Keith, is a National Union of Teachers' slogan. It is a "long-gone", unachievable relativity, he argues. The value of the Houghton award was illusory; it spawned and was in turn devoured by inflation.

Sir Keith misjudges if he thinks that restoring Houghton is an article of faith held by the NUT alone. It is a common goal.

He misunderstands again if he thinks that some unions are more committed than others to that aim. The differences between the teachers' unions – and some of those differences are profound – are not over degrees of commitment, but the means of realization.

Sir Keith errs if he concludes that "Back to Houghton" is a battle cry publicly used by the generals to stir potent tribal memories, but privately sensed by the other ranks as mere ritual in a crisis. The emphasis all unions place on Houghton involves crucial notions of fairness which teachers would not let us abandon if we tried.

Sir Keith is, of course, on record as saying that earnings have nothing to do with fairness and that their determinant must be – in the long run, can only be – the amorality of the market. I cannot accept that view. I believe rather that it is a supreme duty of government – any government – to moderate, in some cases deliberately to thwart, the forces of the market so that they serve the higher interests of the community. And so, in reality, does Sir Keith, for if he did not, then logically what would be wrong with a society in which potential nurses enlisted as prostitutes, or bank clerks turned heroin importers?

I do not accept that public sector salary awards based on comparability always lead to uncontrollable inflation in the economy as a whole. Nor, in reality, does Sir Keith, for if he did, being an honourable man, he would have resigned on the day the Top People's pay awards were announced.

What do these abstractions mean when applied to the teachers' pay dispute? They explain why teachers feel, as a matter of deep conviction and equity, that society should recognize the value of their work – the value Sir Keith himself acknowledges – not just by expressions of esteem, but in what they are paid. It explains why, since such value cannot in any short run be assessed on a profit and loss basis, teachers argue that the proper basis for deciding the payment must, *faute de mieux*, lie in comparing what they earn with what other similarly qualified and experienced employees in jobs of broadly comparable responsibility receive. The equation is not easy to determine. No equation will have permanent validity.

Teachers cling to Houghton not from foolish nostalgia, but because it was the last real attempt to determine

NUT response to Sir Keith – page 8

the equation – and the significance of the attempt lay not just in its establishment of relative pay levels but in its continuing validity as a statement of social policy.

Even if teachers were not moved by such philosophical notions, and perhaps many are not, then Sir Keith would do well to ponder the extent to which the dispute is fuelled by forces which are, curiously enough, deeply conservative – if (as I suppose) he judges the roots of Conservatism to be bedded in the way human beings actually behave rather than theories about how they should. The question then becomes whether this Government – or any government – can, as a matter of policy, extinguish the fundamental human instinct to compare one's income, life-style, career prospects and job satisfaction with those enjoyed by one's peers. I believe not.

Teachers saw Houghton as providing a durable rationale for that comparison. They will see no similar rationale in the package Sir Keith now advocates. The attraction of money tomorrow will be outweighed by guaranteed decline the day after. I therefore believe that Sir Keith has no alternative but to accept, as an act of pragmatism if nothing else, that teachers will reject it. And by teachers I do not merely mean members of the NUT.

The fact that Sir Keith mentioned only the NUT in his open letter was in itself interesting. The NUT has, Sir Keith considers, used its slender veto on the other teachers' unions throughout the current pay dispute. But for that veto, he assumes, agreement could have been reached on the terms he has laid down, or a basis not too dissimilar. Now that he has quantified the amount of extra money available, the NUT leadership has, he judges, wilfully misled its own members, retaining their continuing support only by obscuring what is now on offer. His open letter seeks to appeal over the heads of the NUT leaders to what he assumes to be a more moderate grass-roots membership.

If that is Sir Keith's analysis, then it is deeply flawed. For whatever tensions there have undeniably been between the teachers' unions, there is a far more important unity, and Sir Keith must understand its origins.

It flows from powerful and undiminished resentment over his public characterizations of the teaching profession as mediocre on average and incompetent at worst. The courtesy of his open letter is not enough to erase the memory.

It derives from the Management Panel's inability to match a 1985 award to even one year's *movement* in average earnings and prices.

It stems from what many teachers perceive as an attempt to blackmail them into a permanent and inequitable bargain and their lack of confidence that even its limited value will be sustained. It is based on a profound distrust of conditions which are seen as a wholly one-sided charter for compulsory exhaustion.

Sir Keith can entertain only the smallest real hope that his appeal will produce agreement by the mid-October deadline the Government has stipulated. More probably he expects pressure for settlement within the NUT, a pressure to which its leadership can respond next month, without too much loss of face, by allowing itself to be outvoted on the Teachers' Panel.

His fear must be that that will be all too late. For failure to reach agreement by the October deadline for deciding the 1986 Rate Support Grant settlement creates genuine problems for the Government, and Sir Keith has been right to emphasize them. But if agreement is not reached, still the Government be able to withstand the political unpopularity of the seemingly arbitrary withdrawal of any offer at all?

I said at the beginning that I was wary of being billed a spokesman for 'moderate teachers'. I am not at all sure they still exist in any sense Sir Keith would understand, for with inadvertent skill he has forged the most unlikely and powerful coalition of opponents. What Sir Keith must, above all realize, is that if he wishes to appeal to moderation now, he must first show it himself.

The only convincing demonstration will be for him to re-think the package and the terms on which he has offered it. He, above all members of the present Cabinet, has a reputation for courage and integrity. He must now act upon it, for as he says, time is short.

Peter Smith is deputy general secretary of the Assistant Masters and Mistresses Association.

NEWS

School assembly complaint

by Bert Lodge

The Inner London Education Authority is investigating a complaint that Abbey Wood School, south-east London, is failing to comply with the daily worship requirements of the 1944 Education Act.

Section 25(1) of the Act specifies that "the school day in every county school and in every voluntary school shall begin with collective worship on the part of all pupils."

Ms Christine Whatford, the head of Abbey Wood, last week referred press inquiries about the investigation to the authority where a spokesman confirmed that inspectors were having discussions with the school and the DES on how the legal requirements could be satisfied.

If has been widely acknowledged for some years that many schools, particularly secondary, and especially large comprehensives, are breaking the law regarding morning assembly. Many do not have a daily assembly – if they hold one at all – and in many more the term "act of worship" is very liberally interpreted. The growing number of children in some cities belonging to different faiths has also been a complicating factor.

Despite the widespread breach of the Act the DES claimed in 1982 that it received no more than six complaints a year. These are then referred to the local authority, technically the law-breaker, to take up with the school. No prosecution has ever been undertaken in connection with this section of the Act.

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Universities 'must prove they need more money'

by Biddy Passmore

Universities must prove to the public and the Government that they are doing a good job and that they need more money to do it even better.

That was the central message of the speech by Sir Keith Joseph to university vice-chancellors meeting at Leicester University last week. Although the Education Secretary's approach was conciliatory – he admitted that the tone of his recent Green Paper "could, perhaps should, have been different" – he none the less conveyed his frustration at the universities' defensive attitude.

Referring to spending plans after 1987-88, Sir Keith stressed: "Everything is still to play for, and the ball is in your court."

He could not convince his Treasury colleagues of the need for more money simply by reporting the views of the vice-chancellors' committee, he said. He needed "facts, accounts and evidence".

Such were the pressures on the Treasury that any minister who wanted more money for his programme had to possess "the eloquence of Pericles and the persuasive art of Llywarch's Grant", Sir Keith said. Academics "do not claim such virtues and I need a lot of help".

He expressed his regret that the matter of policy, extinguish the fundamental human instinct to compare one's income, life-style, career prospects and job satisfaction with those enjoyed by one's peers. I believe not.

Maurice Shock

Teachers saw Houghton as providing a durable rationale for that comparison. They will see no similar rationale in the package Sir Keith now advocates. The attraction of money tomorrow will be outweighed by guaranteed decline the day after. I therefore believe that Sir Keith has no alternative but to accept, as an act of pragmatism if nothing else, that teachers will reject it. And by teachers I do not merely mean members of the NUT.

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central message of the Green Paper had been misunderstood. It was, he said, "that by and large the higher education system is doing its job, but that as we move into the next decade some important changes are needed in the interests of the economic and social development, or quality, and of value for the taxpayers' money".

On student numbers, Sir Keith said he shared the universities' hopes that the demand for higher education would rise faster than the most recent trend suggested, helped by the policies outlined in *Better Schools*. He was "acutely conscious" that the economy's needs for qualified manpower would not vary with the size of the 18-year-old population.

The Government was serious when it said it would keep revising the projections of student numbers. The autumn the Department of Education was launching surveys of school and college leavers' attitudes and intentions, to help plan for the future.

On pay, where lecturers have rejected a 4 per cent offer, the Education Secretary said he appreciated the vice-chancellors' concern. But he made it clear he would be demanding from them hard evidence that the salaries now on offer were insufficient to recruit, retain and motivate people of the quality the universities needed.

Sir Keith's speech, in which he went out of his way to tackle the universities' chief criticisms of his Green Paper and to show his open-mindedness, was welcomed by Mr Maurice Shock, chairman of the vice-chancellors' committee and vice-chancellor of Leicester University. The universities would be responding fully to the Green Paper and would accept the challenge to demonstrate to the public and the taxpayer that money spent on universities was an excellent investment for the future, he said.

NEWS

This week *The TES* compares the plight of Liverpool teachers caught up in the city's financial collapse with similar events in America ten years ago

Surcharge threat to heads who fail to deliver notices

by Richard Garner

Liverpool headteachers were warned this week by the local authority that they would be disciplined and face surcharge if they failed to deliver redundancy notices to all their teachers.

The plan to issue the documents which Labour councillors agreed should be sent to all 31,000 city council employees last Friday – initially came unstuck when 29 National Union of Teachers' members at University comprehensive school voted unanimously to strike on Monday, and picketed the building.

Headteachers, summoned to a meeting at the school to collect their staffs' notices, refused to cross the picket line so the city council distributed them via private taxis.

Teachers said the letters were then delivered haphazardly, with bundles flung through open school windows – and in some cases thrown out again by angry staff.

Mr Tom Trafford, deputy general secretary of the NUT in Liverpool, said: "*It was almost like a scene out of* Wells Fargo." He felt his union had made its point about protesting over the city council decision.

The next day, headteachers received a letter from the authority warning that failure to carry out an instruction to deliver the notices would leave them "vulnerable to disciplinary action."

There was also "the possibility of your personal surcharge by the district auditor for any costs which fall upon the authority as a result of your failure to carry out this instruction".

Mr Trafford said NUT headteachers were immediately advised to comply with the instruction – but individual teachers were told to refuse to accept the letter or sign for it (as had been required by the City Solicitor).

Mr Clifford Hayes, assistant secretary of the National Association of Head Teachers, said he had recommended a member to "stick a copy on the notice board"as teachers were *refusing to accept them, adding:* "There's no way our people can be surcharged."

City councillors are adamant that

Liverpool . . . time running out

the issuing of notices is necessary to bring the authority back from the brink of financial collapse – and give them three months' grace to negotiate a *financial settlement with the Govern*ment.

The notices say staff will be laid off from New Year's Eve and re-employed from April 1. In a letter to all staff, Mr John Hamilton, the council leader, and Mr Derek Hatton, his deputy, argue that "this course of action provides the only way of providing wages and salaries" meanwhile.

The issue of notices has brought the authority back to legality for the time being – thus allowing them to borrow money again and receive rate support grant. If they had not been delivered by headteachers, the authority argues, they could be to blame for the imminent financial collapse.

However, teachers' unions – with the NUT leading the way – are to challenge the legality of the notices in the High Court. The NUT has sought leave for a judicial review of the decision to issue the redundancy notices – which will be heard in *mid-October.*

Mr Peter Smith, deputy general secretary of the Assistant Masters' and Mistresses' Association, this week wrote to Sir Keith Joseph, the Education Secretary, warning that the union considered he would be "just as much in breach of the 1944 Education Act" as the city council if the situation were allowed to deteriorate so that there were no education service.

Mr John Wootton, executive member of the NAHT for the area, said the Government was "incompetent" if it had not made contingency plans for the collapse of the Liverpool education service.

The National Association of Teachers in Further and Higher Education has issued instructions to its 1,500 members in Liverpool to give redundancy notices to branch secretaries, who will then return them to the council en masse.

The union's executive this week condemned the redundancies but also deplored the Government's attack on Liverpool finances.

Last-minute move

In a last-minute move on Wednesday at the Labour Party conference, Liverpool's left-wing leaders agreed to join with other Labour local politicians in one more attempt to avert a direct confrontation with the Government. In a dramatic about-turn, which may yet lift the threat of redundancy from teachers, Mr Derek Hatton, deputy leader of the council, responded to an appeal from Mr David Blunkett, leader of Sheffield, to work with Labour leaders in the party and in Parliament to seek a solution to the city's problems.

Mr Blunkett begged him to open up the city's books, "not to Ken Baker, not to the district auditor, but to us". And he called on Neil Kinnock to back any solution that did not involve cuts in *services and jobs.*

But Mr Hatton did rule out solving the city's financial problems by capitalizing money earmarked for housing maintenance. "Capitalizing is the way of ensuring that all local authority workers are safe at the expense of private sector workers," he said. "We are in the business of uniting all the workers against a Tory government."

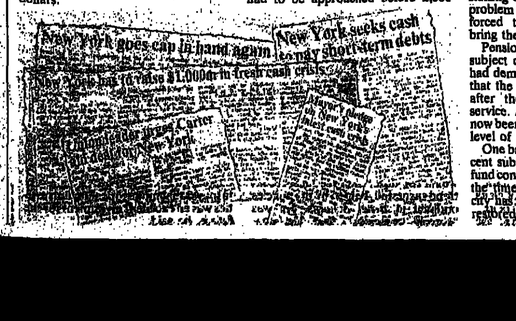
Looking back to 1975, when New York City went broke

Teachers rescued the Big Apple

From Bill Norris in Washington

When New York went bankrupt in 1975, it was bailed out in large measure by its teachers.

The United Federation of Teachers, 75,000 strong New York branch of the American Federation of Teachers dug deep into its wealthy pension fund and bought municipal-assistance corporation bonds to the tune of a billion dollars.



"It was pretty risky at the time," said Ms Susan Glass of the UFT this week. "There was no guarantee that the bonds would be repaid – we had no federal backing for them until President Carter came into office. But as it turned out they were a pretty good investment."

All New York City employees bought the 9 per cent bonds from their pension funds, to a total of three billion dollars. But the UFT made the largest single contribution.

Other measures taken by the city to climb out of the red were more painful to the teachers.

The union suffered 13,000 lay-offs, with guidance counsellors, psychologists and social workers taking the brunt of the cuts.

Many experienced teachers also lost their jobs, especially those not teaching in hard academic subjects.

When the city found itself short of *teachers in 1978, 9,000 of those fired* had to be approached before 2,500 new staff could be recruited. Most of the 9,000 had found other occupations that they liked better.

For those who remained, pay rises amounting to $800 million were deferred. These are only now beginning to be paid back, with interest, after 10 years.

Pension conditions, too, were made less attractive for teachers joining the city system after 1976.

Today, New York is prosperous again, and in common with much of America is experiencing a teacher shortage. The union has regained its previous strength, largely due to the expansion of special education programmes, but is finding that the city's gratitude for being rescued is not as great as it hoped.

Some of the concessions made by the union in the dark days of 1975 have been regained, but only after a tough fight with city hall. Increased class sizes, an inevitable consequence of the staffing cuts, remained an intractable problem until recently when the UFT forced through local legislation to bring them down.

Pension conditions, too, were the subject of a ferocious fight. The city had demanded and got an agreement that the retirement age should be 62 after the completion of 30 years' service. After a long struggle, this has now been brought down to its pre-1975 level of 55.

One battle has not been won: a 5 per cent subsidy to the teachers' pension fund contributions was lashed in half at the time of the bankruptcy and the city has resisted all efforts to have it restored to its former level.

Honeyford in row over parent-governor votes

by Hilary Wilce

Mr Ray Honeyford, head of Drummond Middle School, Bradford, who is at the centre of a long-running row over multicultural education, was this week accused of failing to give parents full details of their rights to vote for parent governors.

Elections for three parent governors took place at the school this Wednesday. The membership of the school's new governing body will be crucial to Mr Honeyford's future.

Prior to the election Mr Reuben Goldberg, a Labour governor of the school, accused Mr Honeyford of withholding information from parents.

Last week a letter in English and *Urdu was handed to children to take* home to their parents. Mr Goldberg said the letter failed to tell parents that they had three votes for each child and did not explain the balloting procedure.

The letter should have been sent by post, he said, to ensure it arrived. It should have given full details of the election.

"Mr Honeyford refused even to discuss the elections with me. I'm a school governor, yet I had to pass messages to him through an officer."

Mr Goldberg said Mr Honeyford had originally planned to have the polls open only between 8am and 5pm, when working parents would not have been able to get there. "It was ridiculous. We wanted them open until 8pm. Eventually he agreed to 7pm."

A half-day strike called by the Parents' Action Committee, a group which is committed to ousting Mr Honeyford from his job, on Monday led to only 185 out of 530 pupils coming to school. The group had earlier organized a week-long boycott.

"We did it as a reminder that we could easily re-impose the boycott, if necessary," Mr Goldberg said.

The final balance of the school's new governing body could be crucial to Mr Honeyford's future (*TES*, August 29).

Mr Honeyford was suspended from his job in April, after writing critically about aspects of multicultural education and Asian parents, but was reinstated by one vote by the previous governing body of the school in June.

The decision by the governors was upheld in the High Court, though is *currently subject to an appeal by the* local authority.

The Parents' Action Group has been lobbying hard for parent governors who will support a move to get rid of Mr Honeyford. Ms Jenny Woodward, a leader of the group, was a parent-governor of the school until this week, but could not stand in this week's elections as her 13-year-old daughter, Jessica, has left the school.

However, Ms Woodward said this week her name had been put forward as a possible community representative for one of the three places for coopted members on the newly constituted governing body.

A spokesman for the authority said arrangements for the elections were considered "satisfactory". The original polling hours had been shorter than those finally agreed, but this had been because of staffing difficulties, he said. Full details of voting rights would be exhibited in English and Urdu.

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PRIMARY

Geraldine Hackett updates the William Tyndale school case of 10 years ago

Where the teaching backlash began

A few weeks into the autumn term 10 years ago, the William Tyndale primary school in North London was making national headlines.

The head and six teachers had gone on strike in protest at inspectors being brought into the school, and they had opened "an alternative" school nearby in a chapel in an Islington Street.

Their action led to them being sacked (one teacher resigned before the sackings), but not before one of the longest and most exhaustive inquiries into the running of a primary school.

The Tyndale affair became the educational *cause célèbre* of the 1970s. As well as being an inquiry into the collapse of a school, it also became a focus for debate on "progressive" education as opposed to "traditional" classroom teaching.

In 1974, Mr Terry Ellis had been head for two terms when a number of parents and some of the school managers had become concerned at some of the teaching methods at Tyndale.

Mr Brian Haddow, one of the teachers eventually sacked, allowed his pupils to watch television and play table tennis during lesson time. The head of the infant school complained her school was being disrupted by the behaviour of junior school pupils.

Eventually, the Inner London Education Authority set up an inquiry under Mr Robin Auld, QC, which lasted for 14 weeks. He concluded that the Tyndale teachers had failed to provide efficient and suitable education, but he also found fault with the conduct of the school's managers and the education authority.

The events surrounding Tyndale – revitalized after the *cause célèbre* and now a successful and thriving school – ended the teaching careers of the seven who went on strike.

An ILEA disciplinary hearing upheld complaints that Mr Ellis and five teachers had breached a disciplinary code by refusing to go back to work. A complaint against Mr Ellis of inefficiency in allowing the school to deteriorate was also upheld.

County Hall, September 1976: Dorothy McColgan, Jacqueline McWhirter, Sheila Green, Stephen Felton, Terry Ellis and Brian Haddow.

He was one of the four teachers to take a case of unfair dismissal to an industrial tribunal. The sackings were finally confirmed in 1979 when the Employment Appeal Tribunal upheld the decision of the industrial tribunal that they had been fairly dismissed.

For four years after the Auld inquiry, Mr Ellis was unemployed. He hasn't applied for any teaching jobs, convinced that he stands little chance of another classroom job.

Looking back, he says he has no regrets. On details of tactics or strategy, there might have been things he would have done differently, but on the whole he would still react the same way if it happened again. He sees the Tyndale story as the beginning of the backlash against progressive educational methods.

The teacher who played the leading role at Tyndale school – Robin Auld described him as "the main architect of the trouble" – was Mr Haddow. It was Mr Haddow who first introduced cooperative teaching at the school – a team of four teachers looked after the second and third years, using three classrooms from which the children were free to choose from different activities.

In the past 10 years, Mr Haddow has applied for 60 jobs in teaching or jobs related to teaching. Of the four Tyndale teachers traced by *The TES*, he is the keenest to return to teaching.

A year after being sacked, Mr Haddow found a job as a clerk with the electricity board. He worked there for three years before joining Camden Council's social services department as an unqualified social worker. Last year he began a social work studies course at the North London Polytechnic, which he will complete next year.

He has not applied for a job since the late 1970s, but he reckons his record would still dog him. He wants the present Labour administration on the ILEA to reassess the Tyndale case.

In a letter he wrote to *The TES*, Mr Haddow described the sacked Tyndale teachers as victims of the class war, who were sacked for going on strike.

"The Thatcher government has recently victimized miners and British Rail guards in a similar way. I am sure that most Labour councillors support the reinstatement of such victims of the class war. So why no action on Tyndale?" he writes.

He goes on to claim that the policies and teaching methods criticized by the Auld inquiry, such as anti-racist and anti-sexist policies, are major platforms of the present ILEA.

Ken Livingstone, leader of the Greater London Council and a member of the ILEA, was a supporter of the Tyndale teachers 10 years ago.

Another teacher who still feels she was hard done by is Dorothy McColgan. The oldest of the sacked teachers, she is now 63. Since she was sacked she has been teaching the piano privately from her home. Her pension was frozen in 1977 and she has only a small pension from the ILEA.

Her present perspective is that the events at Tyndale and their aftermath were a tragic episode. Tyndale had been a good school, with good teachers, she said.

Mrs McColgan believes the Tyndale teachers were caught in cross-currents – they were part of a battle between Islington Council and the ILEA and they were caught in an educational tide that had turned against progressive education, she said.

The fourth teacher traced was Mr Steve Felton, who, like Mr Haddow, turned to social work. At first he joined Southwark social services department and, after a course at Brunel, he joined Camden. He recently left Camden and is looking after his child, and is not seeking paid work. He hasn't tried to get teaching posts but he would like to teach again.

Of the other teachers – Mrs Jackie McWhirter is thought to be working in an accountant's office. Sheila Green is believed to have gone back to Birmingham. Stevie Richards resigned her job before the Auld inquiry was completed and did not keep in contact with any of the others.

The four teachers traced would like to see the ILEA reassess their case, but the ILEA is not likely to be willing to reopen a chapter in its history that generated such strong feelings. Neither teachers, managers, nor the education authority emerged unscathed from the Auld inquiry.

In the long term, it may be that it was the seven teachers that felt the most lasting impact of that particular public focus on primary education. Their teaching careers were ended. Attempts to build other careers have not been helped by their moment of notoriety.

Ten years on: Dorothy McColgan

Ten years on: Brian Haddow

Parents in maths help scheme

by Sarah Bayliss

A new project which will involve parents directly in their children's mathematics has just begun in eight primary schools in the Inner London Education Authority.

The scheme, which is believed to be the first of its kind, was inspired by the Thomas inquiry into ILEA primary schools which had among its recommendations the idea that maths, like reading, could successfully involve parents.

The schools which have been chosen already use PACT – the ILEA's reading scheme for parents, teachers and children – which gives parents a significant role in helping children learn to read.

Mrs Ruth Merttens from the Department of Teaching Studies at the Polytechnic of North London has devised a pack of materials using games, activities and investigations which can be done at home. Their mathematical content and purpose is designed for adults who may know nothing about maths or primary teaching.

Mr Ian Forsyth, warden of the Camden/Westminster teachers' centre, is a partner in the scheme.

More places

A call for Ulster's extremely low level of nursery education to be immediately raised has come from Education Alliance Northern Ireland – an umbrella group of trade unionists, community workers and educationists committed to making education available to a greater number of people.

It says that Northern Ireland has the worst nursery school provision in Western Europe, with one place for every 22 children, compared to England's one place for every six.

AIDS meeting

Parents of pupils at a school where a pupil – a four-year-old haemophiliac boy – has developed AIDS antibodies in his blood are to meet with medical experts.

Mr Peter Coleman, Avon's director of education, has praised the "responsible attitude" of parents at Four Oaks infants school at Nailsea for recognizing that their children were not at risk.

At least six pupils failed to turn up, but many parents sent their children.

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Researchers draw on world view

Teachers in Britain can learn from the mistakes, as well as the advances, made in educational systems in other parts of the world, *Geraldine Hackett* reports.

The international view of the primary world was the theme of the annual conference of the National Association for Primary Education held in Loughborough.

The United Kingdom's former chief HMI for primary education, Mr Norman Thomas, said his work in Holland, Tanzania and the Soviet Union had led him to conclude that teachers can gain a great deal from watching other teachers.

He cited Tanzania as a country that was working hard to introduce primary education. The schools are part grant-aided, but the policy of self-reliance dictates that a farm is attached to every school.

The produce from the farm is sold and pupils work on the farm after the school day. But the farm is never used as part of the process of education.

"Yet such farms provide tremendous opportunity for the classroom. In the UK, teachers would jump at the prospect of being able to use a farm as part of the content of education," he said.

Schools in Tanzania were desperately short of resources and in a primary school he visited 13 children shared a reading book, but children were learning to read fairly quickly.

Education was seen by families as an important route out of poverty. In the final stages of primary school there is intense pressure to pass the exam to get one of the limited secondary school places.

In the Soviet Union he had been impressed by "pioneer palaces". They offer courses taken voluntarily by children after the school day. "The courses made me think that perhaps some children are still awake in the afternoon," he said.

The international theme was taken up by Professor Maurice Galton of Leicester University's School of Education, who has been studying small schools in Iceland as part of a Council of Europe project.

Iceland tackles its problems of small, scattered communities by having a double-shift system in schools. One group of pupils attend for the morning and another group attends in the afternoon.

The communities choose to educate their children in smaller classes for shorter periods rather than in larger classes for longer periods.

And while research in the UK has shown that children don't do any better in smaller classes, the Icelandic experience may reveal that the difference lies in the nature of the organization of the teaching in such classes.

An educational authority that encourages teachers to take part in exchange visits is Gloucestershire. The county's director of education, Mr Keith Anderson, said his authority viewed exchanges as a means of refreshing teachers and as a way of helping teachers broaden their approach.

"We have been using exchange visits as an important part of in-teacher training and career development," he said. "The act of observation leads teachers to broaden their own vision and to question their own methods of teaching.

"The pressures on the teaching profession are such that all local education authorities are trying to find ways of re-charging their teachers at a time when the situation is sapping morale," he said.

From origami to wrestling

A primary school project on Japan came alive because the school had invited a Japanese teacher.

The teacher was invited as part of a scheme organized by the Japanese government, she spent six months at a village school in West Sussex. During part of that time the school embarked on a project on Japan, which culminated in a Japanese exhibition open to all the village.

"We were involved in everything, from origami to wrestling," Ms Cheryl Underhill, a teacher at the school, told the conference. "Having someone there from Japan meant we could ask whether the Japanese still wore kimonos or sits sitting on the floor."

Following the visit from a Japanese teacher, Ms Underhill went on a week's study tour to Japan, organized by the Japan Foundation.

A project that has introduced a European dimension into a primary school curriculum was described by Mr Derrick Butcher, head of Dormer Wells middle school in Southall, London.

The school examined its existing work to discover ways to make children more aware of Europe. The school has an intake that is more than 80 per cent Asian, and teachers found their many children had flown to India, but had not visited London.

First-year children looked at food – picking out food that came from European countries. Older children looked at cars and airports.

"We wanted an awareness of Europe in the curriculum without teaching formal European studies," said Mr Butcher.

Families could not afford school trips to Europe, but the school was able to organize exchanges of letters.

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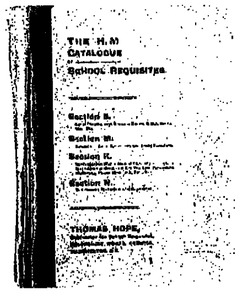

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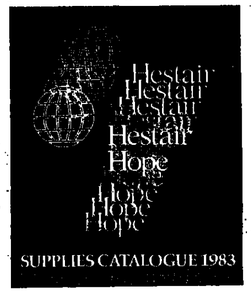

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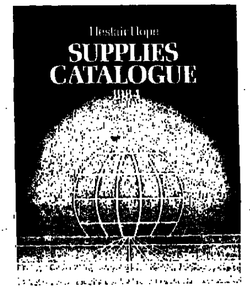

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Unions disagree on structure link

by Richard Garner

Teachers' leaders are urging today's Management Panel meeting to move away from a pay deal dependent on a new structure agreement. They warn, too, that a substantial rise must be made in the present 1985 offer before there is a settlement.

However, at least two of the seven unions represented on the teachers' side in negotiations distanced themselves from this line and were sharply critical of management moves to jettison the structure package tabled only three weeks ago.

Mr Rowland Brown, the new president of the Secondary Heads Association, told his members that "a fudged issue now is the last sort of resolution we need".

Mr Peter Dawson, general secretary of the Professional Association of Teachers, added: "If the local authorities decide to buy off the wreckers this year by scraping together a few more shekels to offer them unconditionally, they will be asking for carnage in education in 1986."

Most union leaders now believe that the deadline on Sir Keith Joseph's £1.25 billion four-year package – October 11 – will pass without any agreement.

Mr Fred Jarvis, general secretary of the National Union of Teachers' side in negotiations, said the employers must now meet the unions' four demands for a 1985 settlement.

The current offer is worth 5.85 per cent – but an additional pay increment to all those teachers trapped at the top of their salary scales means it will cost authorities 8.08 per cent next year.

This week marked an escalation of the dispute with the National Association of Schoolmasters/Union of Women Teachers embarking upon selective strike action in each of the 104 l.e.a.s in England and Wales for the first time. Up until this week, only 27 had been affected.

The Assistant Masters and Mistresses Association also introduced its new sanctions.

Meanwhile, 600 teachers in Guernsey – who normally receive the Burnham rate – have been give a 5 per cent interim pay increase backdated to April 1.

NUT issues reply to Sir Keith

The National Union of Teachers this week rejected figures used by Sir Keith Joseph in a public appeal to teachers on the pay issue.

Replying to Sir Keith's open letter in last week's *TES*, the union's general secretary Mr Fred Jarvis said teachers understood that the proposals would mean:

- **An end to any chance of recovering lost Houghton relativity;**
- **Rationed promotion prospects on the same basis of pupil numbers which failing rolls have already exposed and discredited;**
- **The imposition of a contractually binding list of duties without any limitation on their scope.**

Sir Keith said that all teachers could look forward to a salary of £10,509, added Mr Jarvis. But he does not say that it will take 11 years to reach that point. He does not acknowledge that the top of Scale 1 would be worth £11,465 at Houghton level and the top of Scale 2 worth £12,860.

Sir Keith also said 53,000 teachers will be promoted to the senior teacher grade, said Mr Jarvis. This means 203,000 will not.

IN BRIEF

Schools in Brixton, Peckham and Toxteth reported business as usual in the wake of disturbances this week. Mr Ken Noble, head of Tulse Hill Boys' School, Brixton, said: "You could have thought it had happened on the other side of the world."

Local education authorities wanting advice on how to deal with pupils carrying AIDS antibodies are being directed to approach their local haemophilia centre through district health authorities. The arrangement was announced by the Department of Education and Science this week

The Inner London Education Authority has published a discussion paper on worship in schools to help teachers examine their policy on assemblies. The paper, drawn up by the ILEA's standing advisory council on religious education, follows the adoption of a new syllabus on religious education last year.

Dr John Rae, retiring head of Westminster School, has advocated a new system of super schools, funded by the state, but chosen from both public and private sectors. This would be a way of raising standards and overcoming class divisions, he said on Channel 4's programme, *Diverse Reports* on Wednesday.

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OXFAM

Lecturers accept 5.9% pay award

by Diane Spencer

The biggest college and polytechnic lecturers' union has voted overwhelmingly to accept a pay offer averaging 5.9 per cent this year.

Twelve out of 14 regions of the 76,000-strong National Association of Teachers in Further and Higher Education this week backed the deal offered by management last July.

The offer includes a 5 per cent rise from April 1 and another 2 per cent from December 1 on the production of a report by the union and the employers to the National Joint Council on progress on the principles of reform of salary structure and increased efficiency.

It also brings improved promotion prospects for the 25,000 lecturers on the lowest grade. The 14,000 stuck at the top of Grade 1 will automatically move up.

The lecturers' pay dispute had, until this week, dragged on for as long as the teachers'. It has been backed by a work-to-rule, with no cover for absent colleagues and a series of half-day strikes and rallies.

Mr Peter Dawson, general secretary of NATFHE, said: "This settlement is not what college lecturers deserve but members decided it was the best we could achieve this year. It includes some major advances for the lower-paid lecturers which we have been demanding for 12 years."

NATFHE was also happy with the employers' commitment to improving salary levels compared with other professions from which further and higher education teachers are drawn.

The pay deal will give a lecturer in the middle of the lowest grade £8,121 instead of £7,734, a senior lecturer £14,763 instead of £14,061 at the top of that scale and a principal of a group 7 college on the maximum £25,155 from £23,958.

The smaller, rival union to NATFHE, The Associaton of Polytechnic Teachers, with 3,000 members rejected the settlement because it meant a cut in real income for most higher education staff and gave a preferential rise to the lower paid. But they are easily outnumbered by NATFHE on Burnham.

● University dons, who have been offered a 4 per cent rise, may embark on a series of one-day strikes in protest over their pay next year.

Burnham further education committee: revised salary scales effective from April 1, 1985

Scale/ incremental point	Present salary (w.e.f. 1.4.84)	Revised salary (w.e.f. 1.4.85)
Lecturer I Lecturer IA		
0	5910	6207
1	6153	6462
2	6406	6726
3	6657	6990
4	6906	7251
5	7176	7536
6	7434	7806
7	7734	8121
8	8037	8439
9	8334	8751
10	8634	9066
11	8926	9372
12	9213	9675
13	9498	9972
14	9777	10266
15	10612	11037*
Lecturer II		
0	7548	7926
1	8010	8412
2	8463	8886
3	8910	9357
4	9349	9816
5	9771	10260
6	10251	10764
7	10898	11220
8	11176	11733
9	11534	12216
10	12099	12705
Senior Lecturer		
0	11176	11733
1	11534	12216
2	12099	12705
3	12809	13239
4	13128	13786
5	13569	14280
6	14061	14763

Scale/ incremental point	Present salary (w.e.f. 1.4.84)	Revised salary (w.e.f. 1.4.85)
Principal Lecturer/ Reader		
0	13095	13748
1	13569	14247
2	14043	14745
3	14580	15309
4	15048	15801
5	15526	16302
6	15996	16800
7	16467	17289
Heads of department		
Grade I		
0	10902	11448
1	11280	11844
2	11658	12240
3	12036	12639
4	12414	13035
Grade II		
0	12522	13149
1	12918	13563
2	13320	13986
3	13713	14400
4	14116	14820
Grade III		
0	13892	14376
1	14084	14798
2	14481	15204
3	14889	15633
4	15282	16047

* Lia on the maximum of the scale to progress to point 7 of the LII scale as though the scales were continuous w.e.f. September 1, 1985. LIAa on the maximum of the scale to progress to point 14 of the LIB scale as though the scales were continuous w.e.f. September 1, 1985.

Scale/ incremental point	Present salary (w.e.f. 1.4.84)	Revised salary (w.e.f. 1.4.85)
Grade IV		
0	14798	15540
1	15237	15999
2	15680	16476
3	16131	16938
4	16578	17406
Grade V		
0	16098	16902
1	16533	17361
2	16980	17838
3	17427	18297
4	17872	18771
Grade VI		
0	17397	18267
1	17844	18736
2	18288	19200
3	18723	19659
4	19170	20130

Group	Present range (w.e.f. 1.4.84) Min	Max	Revised range (w.e.f. 1.4.85) Min	Max
Vice Principals				
1	12210	13191	12822	13851
2	13374	14362	14043	15080
3	14581	15615	15363	16390
4	15966	16944	16764	17790
5	17199	18189	18060	19099
6	18390	19311	19248	20277
7	19515	20502	20490	21828
8	20599	21459	21618	22533
9	21691	22527	22734	23652
10	22651	23424	23579	24594
11	23451	24327	24624	25542
12	24348	25227	25568	26487
Principals				
1	14313	15483	15030	16257
2	15765	16938	16554	17784
3	17286	18462	18129	19386
4	18975	20164	19923	21182
5	20448	21489	21471	22563
6	21822	22889	22914	24012
7	22911	23958	24067	25156
8	24072	25116	25276	26373
9	25122	26175	26379	27483
10	26205	27243	27518	28605
11	27203	28265	28563	29686
12	27803	28865	29195	30308
13	28600	29679	30048	31330

Band Aid may be misleading schoolchildren: Llyn Richards reports

Africa needs more than food, say experts

Development education experts are uneasy about the way schools are being used in the Band Aid project to aid Ethiopia. They fear that children will assume from the Band Aid/Schools for Africa Appeal that the world's development problems can be solved by sending food to Africans.

Mr Derick Walker, director of the part Government and EEC-funded Centre for World Development Education, says "It would be tragic if the opportunity for developmental education arising out of Bob Geldof's enthusiastic initiative was missed.

"Motivated by the very practical aims of the Schools for Africa Appeal, children are looking for the reasons why aid to Ethiopia is necessary and why the famine has occurred. World trade, governments' policies, international aid schemes, as well as drought, have all contributed.

Schools which are taking up the Band Aid/Schools for Africa Appeal receive hessian sacks and are asked to fill these with staple foodstuffs – flour, sugar, dried milk, split peas – to make up a bulk shipment to Africa.

The Schools for Africa Appeal office says that the response has been so overwhelming that they cannot calculate the number of schools which have begun collecting.

But many teachers and workers from the Centre for World Development Education feel that their patient work over the years is being trampled in the rush to get with the latest craze – conscience food. One or two teachers say they'll use the sacks for school rubbish collection, but on the whole the reaction has been more calm.

Bob Geldof and schoolchildren with foodstuff.

Mr Terry Lacy, an aid professional and former general secretary of War on Want, has written to Mr Wayne Lintott of the Schools for Africa Appeal to ask about timing (it is just on harvest time in Ethiopia), logistics (it is notoriously difficult to move any goods long distances in that part of Africa), long-term projects (will an orphanage help economic self-reliance?) and how Band Aid intends to mesh with government plans and voluntary organizations such as Christian Aid and Oxfam. He urges a quick change from food gifts to money, which can be used flexibly.

Some other "development activists" are much more angry. To them the Schools for Africa Appeal is not only badly thought out, but is downright demeaning to Africans.

Ms Deborah Sander of the Commonwealth Institute, says, "One cannot overestimate the impact on children of seeing constant pictures and film of black people suffering from disasters and even starving.

"Black children are, of course, directly affected. The attitude to black children of their white classmates is affected. The children in all white areas carry images with them which will affect their relationships with black people in later life . . . the starving child is a very potent image."

The worry to the main-line aid agencies is that the image reinforces the stereotypes that began in the Biafran War: Africans leave babies to starve, are unable to run their own affairs, and only Europeans can help.

The part played by European gunrunners and by the French, whose political support for Biafra prolonged the starvation, is forgotten. Superpower politics has made aid to Ethiopia and the Sudan almost impossible for years despite warnings of increasing drought conditions by Ethiopia in 1981 and the UN in 1983. Such interconnected world development problems are being ignored by the simple focus on food, say the activists.

A Band Aid/Schools for Africa worker responded that the appeal began as just that – an appeal to deal with a starvation problem, and to bring home to children what it meant to need food. The food asked for is that described by the UN's Office for Emergency Operations in Africa in its most recent bullettins.

The appeal will wind up on October 31, and Band Aid will see to the shipments after that. The Band Aid worker said that it was aware of problems of logistics and the need for development projects even before the food crisis is over and is considering putting a major part of funds raised into development infrastructure.

Mrs Frances Morrell, leader of the ILEA, in launching the appeal in inner London, showed that she was aware of the need for more than just shoving food at the hungry.

"Schools for Africa provides the focus for the great surge of concern and compassion aroused by Band Aid's international campaign," she said. "But schools are concerned with knowledge and understanding as well as concern. Our inspectors are advising teachers that the response to this emergency should be part of a proper study of world hunger. Unless there is teaching and learning associated with the appeal, young people may get the powerful impression that world hunger can and will be solved by individual acts of charity." An ILEA bus has been equipped as a mobile classroom with teaching materials from a wide range of sources about the crisis and the appeal.

Government advised to stay in Unesco

by Hilary Wilce

Britain should remain a member of the United Nations Educational, Scientific and Cultural Organization, the Commons select committee on foreign affairs has concluded.

Continued membership will further British educational and cultural interests, and help to maintain good international relations, particularly with Commonwealth countries, the committee says in a report on its lengthy investigation of Britain's membership of Unesco.

If Britain withdraws, the committee says, this will advance Soviet-bloc interests in the Third World, and have damaging consequences for other international agencies besides Unesco.

The United Kingdom gave notice last November that it would withdraw from the organization at the end of this year unless essential reforms were carried out. The United States of America withdrew at the end of 1984.

The British Government was worried about poor management, a burgeoning bureaucracy, and budgetary excess at the organization's Paris headquarters. It also feared that Unesco was trying to stifle the freedom of the press, with its proposed "New World Information and Communications Order", and that politically-biased stances on peace and disarmament, and human right's were eroding the original aims of the organization.

The committee accepts that substantial progress has already been made towards reform by the director general and the executive board.

The final decision by British Government, will be taken after the Twenty-Third General Conference of Unesco, which opens in Sofia, Bulgaria, next week.

Commonwealth education ministers are to meet in Bulgaria immediately prior to the conference.

The select committee's report was rushed out before the General Conference opened. Britain should not withdraw from Unesco, it says, unless the conference "decides either to overturn the recommendations of the Executive Board or decides to adopt new policy directives which would seriously challenge the United Kingdom's interests and the new consensus which appears to have been achieved in the Executive Board".

United Kingdom Membership of Unesco. Foreign Affairs Committee HMSO £9.60.

Union 'doing a Kinnock' for strike ballot cash

by Richard Garner

The traditionally moderate Assistant Masters and Mistresses Association is applying for government cash to finance its recently held ballot on strike action and other industrial sanctions.

Mr Peter Smith, deputy general secretary of AMMA, described his union as "doing a Neil Kinnock" – (the Labour leader has recently said he could see no objection to a union taking the cash) – and said the eventual bill for the ballot was likely to be £15,000.

Mr Smith added: "If we can get somebody to pay to finance democracy, then who are we to turn that money down?"

The acceptance of government cash to finance trade union ballots emerged as the key issue at this year's TUC – to which the AMMA is not affiliated. The AUEW, the engineering workers' union, was on the verge of being expelled for accepting such cash.

The National Union of Teachers – which is affiliated and which has just held its ninth ballot of its membership during the current dispute – says it has not accepted "one penny" of government money for them.

Mr Fred Jarvis, general secretary of the union, acknowledged that the ballots were becoming costly and that his members were "probably the most balloted in the entire trade union movement". But he said his union would not be going against the TUC line on accepting money.

Votes in favour of industrial action have ranged between a two-thirds majority to 88 per cent.

The National Association of Schoolmasters/Union of Women Teachers has also not accepted government cash. It instructs its membership to take action without a ballot.

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NEWS

Biddy Passmore reports on the Labour Party conference in Bournemouth

Sea mists and not a little rough water

THE LABOUR PARTY

Monday, the pundits agreed, was a dullish sort of day at the Labour Party conference in Bournemouth. Sandwiched between the Kinnock narrow victory on Sunday and the Kinnock Appeal for Moderation on Tuesday (to be followed, thanks to the T and GWU, by the Kinnock Noble Defeat on Wednesday) it had little to appeal to the lovers of power struggles. The sea mist had crept in; the debates were on subjects like education and training.

But the education debate – never the highpoint of any party conference – did promise the appearance of a star; Tony Benn was to reply on behalf of the National Executive Committee. That, at least, was the formal position. But when Mr Benn came to speak, it was clear that speaking for the NEC was the last thing he had in mind since he disagreed with its recommendation to reject a Militant motion on the Youth Training Scheme.

What he did, in fact, was to use the occasion to launch into the Tony Benn speech on capitalism versus the workers, with a plea for the party to commit itself to jobs for all and the added ingredient of the request to raise the school-leaving age to 85. Although not quite vintage Benn, it was passionate enough to produce thunderous applause.

That was not what greeted Giles Radice, the party's chief education spokesman, when he answered questions at a fringe meeting organized by the Socialist Educational Association later in the evening.

Mr Radice's refusal to commit himself to a figure on teachers' pay or to promise the restoration of Houghton – combined, perhaps, with his salt and tie and public school manner – produced angry shouts and murmurs of discontent in his audience.

All had begun well enough. Caroline Benn, the association's president, had asked for five speakers to get the ball rolling. We heard about the distorting effect of the MSC on education, about sexism in the curriculum, about racism in YTS, and about the need for integration of children with special educational needs. David Grugeor, pro-vice

chancellor of the Open University, said it was going to have to turn away more than 20,000 applicants – a record number – next year.

Then the floor was thrown open to questions and the teachers got down to business. One wanted to know if the Labour Party was in favour of 7 per cent this year – yes or no. A second wasn't too keen on 7 per cent and how about the full restoration of Houghton? A third asked if John Pearman's conversion to a separate settlement for 1985 was a matter of pragmatism or principle (answers on one side of the paper only).

They were not pleased when Graham Lane, the SEA's general secretary, said he thought it a mistake to go back to Houghton, which gave too much to heads and not enough to the lowly scales.

But that was nothing to their reaction when Giles Radice refused to give them the assurances they wanted. "It is not my job to second-guess negotiators," he said, "... nor am I going to second guess an inquiry."

Wading ever deeper, he even expressed sympathy with the Labour employers. "Sometimes you may feel they are the enemy as much as the Government", he said, (too right, they muttered). "But you won't find me in the game of criticizing Labour local authorities. My first loyalty is to the Labour Party. They are doing their best at a very difficult time."

The final straw was when he remarked wryly to his audience that most teachers had voted Conservative at the last two elections. He hoped that would change because Labour had done a great deal to help them in this dispute, he said.

Perhaps Mr Radice should have followed his leader, Neil Kinnock, who said in Wales the other day that the teachers should have 8 to 9 per cent this year and the restoration of Houghton within three years. Promises, after all, cost nothing.

Benn accuses Tories of starving schools

The Government's attack on education was part of a systematic strategy by the rich to attack working people, Mr Tony Benn told the conference.

"Tories do it", he said, "because they fear the freedom and control that knowledge and skill gives people." He reminded his audience that rate-capping was primarily an attack on education and praised Labour councillors who had tried to defend the education service and were surcharged as a result.

Mr Benn, who was winding up Monday's education and training debate on behalf of the party's National Executive Committee, said that, with the possible exception of health, education was the issue on which Labour was capable of making the greatest appeal to the British people.

Everyone had "a right as of birth" to choice in education. Comprehensive education was the only way of offering it, he declared, and, stepping a little beyond party policy, he called for the raising of the school-leaving age to 85.

He reserved his greatest scorn for the Youth Training Scheme, describing the Manpower Services Commission as "a monster" while delegates considered a Militant-inspired motion which called for a guaranteed job for all trainees, schools and college leavers – even though the official NEC line was to oppose it. (In the end, the NEC won on a card vote.)

"The Youth Training Scheme is now seen not just as cheap labour but as free labour for employers," he said, "because they do not pay a penny."

Labour agonized about whether there should be a minimum wage, he added, but there already was a minimum wage – "the £26.50 we pay young people".

The crisis in education was a crisis of society founded on the worship of market forces, Mr Benn said. He accused the Prime Minister of starving the public services and hammering the teachers and then, when the problem became too much, calling in the riot police. Young people should join in the Labour Party crusade to give them a future which the Government had so criminally stolen from their grasp.

Mr Benn's speech, which was greeted with frequent and prolonged applause, paid little attention to the motion on education which was approved by the conference. This called for a new Education Act that would establish the mandatory provision of nursery education, a maximum class size of 25, full comprehensive education up to 16, the right for all over-16s to choose education or training with full financial support, and a statutory right to open access to adult education.

Moving it, Mr Graham Lane, general secretary of the Socialist Educational Association, said the party had somehow kept quiet about its radical and far reaching proposals for education at the last election. It should be preparing now, he said, for a 1988 Education Act which would be "a new milestone" in education to rival the 1944 Act which this Government had abandoned.

Tony Benn

The motion also called for the party to adopt a nationwide policy of moving towards integrating children with special educational needs into mainstream schools.

Ms Sally Robson from Lewisham West said the motion was not advocating the closure of special schools overnight. Careful planning was needed to safeguard children's interests. She said: "Let's not have Labour education authorities using the Tory cuts as an excuse for integration on the cheap."

Mr Giles Radice, MP for Durham North and chief Opposition spokesman on education, accused Mrs Thatcher of driving traditionally moderate teachers into militancy over their pay.

He said the Labour government would end the present crisis by settling the teachers' claim for this year and then set up an inquiry to produce a new deal which would have to be phased in over several years. "I think the teachers understand that," he added.

He called on Mrs Thatcher to cancel Wednesday's meeting with "reactionary ideologues" and meet Labour authorities and teachers instead. Taking advice on education from Lady Cox and Dr John Marks was like inviting Herod to advise on child care, he remarked.

A third motion, calling on the party to replace the Youth Training Scheme with trade union and Labour Party-controlled skill centres throughout the community, was narrowly defeated on a card vote.

Kinnock's HE pledge

A pledge that a future Labour government would provide sufficient funds to repair the damage the Conservatives had done to higher education was given on Tuesday by Mr Giles Radice, chief education spokesman.

But he made it clear that higher education would have to compete for funds with other priority areas, such as nursery provision and 16 to 19s, and that institutions would have to earn their extra money by opening up access to working class students.

One suggestion he made was that money might be distributed to universities and colleges according to the proportion of students they admitted from the state sector – a policy which would hit hardest the universities of Oxford, Cambridge, Exeter and Durham.

He was speaking at the launch of Higher Education for the Labour Party (HELP) – a campaign aimed both at mobilizing support for Labour within universities, polytechnics and colleges and at raising the importance of higher education as an issue within the party in the run up to the next election.

He announced that the party would publish in early November its charter for higher education – "The alternative Green Paper". The charter is expected to centre on a generous package of student support, including restoration of the value of mandatory grants and £27 a week for all students over 16 at school or college.

Other elements of the charter will be:

- Level funding for universities, with special attention to repairing the damage of past and planned cuts;
- Extra resources for polytechnics and colleges to bring the amount they spend per student up to university levels; and
- The right to continuing education for all adults.

If fully implemented, the package would cost about an extra £1,000 million but some elements of it, such as the abolition of the parental contribution, have low priority.

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NEWS

Survey underlines physical impact of stress among staff

by Richard Garner

More than half the teachers who responded to a survey on stress were suffering recurring headaches and sleeplessness. A third said that their sex lives were impaired.

The survey was carried out by a teacher, Mr Donald Armes, while seconded to a health and safety course at Bradford College. It consisted of questionnaires sent out to teachers in eight local upper schools – and attracted 291 replies.

Mr Armes concludes from the results of detailed questions about the physical effects of the job that a majority were "in the area where ill-health causes lower efficiency at work and absence from work.

"The level of affirmative responses, bearing in mind they refer to regular experiences over 12 months, suggests that the majority are already well down the slippery slope leading to the need for some form of psychiatric intervention," he says.

The survey revealed 51.2 per cent suffered from recurring headaches, 50.6 per cent sleeplessness and 56.3 per cent regularly experienced anxiety.

In addition, 81 per cent regularly experienced tension, 74.2 per cent irritability and 45.8 per cent depression. However, only 23.3 per cent regularly indulged in heavy bouts of smoking and 20.5 per cent in heavy bouts of drinking but 31.4 per cent suffered impaired sexual relations because of their job.

Of those responding to the survey, 37 per cent had consulted a doctor about their symptoms during the past two years and 24.1 per cent had been told their condition was due to pressure at work.

Only 39.7 per cent said they would still have become a teacher if they had known what the job entailed, while 60.3 per cent said they would leave for another white-collar job should it come up at the same salary.

A total of 71 per cent said they were now more disposed to work to rule while 63.6 per cent said they were more disposed to strike.

Mr Armes, who is an area safety representative for the National Association of Schoolmasters/Union of Women Teachers, also included a summary about anxiety in teachers from a local GP, who said he had seen 10 teacher patients during the previous 10 to 12 weeks suffering from anxiety, fatigue and depression.

He said that anxiety predominated and ranged from moderate to severe, adding: "Only one patient was referred to a consultant psychiatrist and required eight weeks off work.

"The teachers seemed fearful of enforcing punishments because of parental action, perhaps referred to the European Court of Human Rights and lack of support by their seniors and education committees. The anxiety was treated by a short course of mild anxyolitic drugs. Most responded well and the average time off work was two weeks".

In an attempt to find the source of teachers' anxiety, the respondents were then asked whether they felt they received enough support from colleagues and institutions.

A total of 53.6 per cent said they received enough support from their head of department; 57.1 per cent enough from their deputy head but only 38.5 per cent enough from their headteacher.

The further up the educational ladder the questions probed the lower the level of satisfaction. Some 17.6 per cent felt they received enough support from the advisory service; 7 per cent from the local education authority and only 1.4 per cent enough from the Government or the Department of Education and Science.

However, 43.1 per cent thought their pupils appreciated what they were doing. Mr Armes said this helped to place in perspective the popular conception that pupils were the sole pressure on teachers; "When interviewing ex-teachers most of whom had had to take breakdown pensions, I was impressed at their regret at being separated from their pupils."

On assaults, the figures showed 42.4 per cent had experienced verbal abuse from pupils about once a term and 13.4 per cent had been physically attacked or threatened during the past year.

On discipline, less than 1 per cent thought that the local education authority was taking enough measures to deal with disruptive pupils, while 87.9 per cent thought they were not.

In addition, 28.7 per cent thought their headteacher was a major source of stress, while 8.8 per cent thought the head was a major means of alleviating stress.

Mr Armes comments: "The sad conclusion to be drawn from this survey is that the majority of class teachers regard their heads as one more, often heavy, burden to be borne."

The questionnaire was sent out late in the spring term and the report took six months to complete.

Copies of the report: *The Unhappiest Profession: a local study of occupational stress among upper school teachers* are available from Mr D Armes, 5, Ambleside Avenue, Bradford, West Yorkshire BD9 5HX, price £1.50p including postage and packaging.

Pupils' high depression rate

by Carmel McQuaid

A survey of 594 10 to 12-year-olds in Northern Ireland shows the rate of depression to be nearly twice as high as in a comparable sample in England, the British Psychological Society conference heard in Belfast.

Ms Anne McGrath and Dr Ronnie Wilson, psychology lecturers at the University of Ulster, pinpointed the reason as the transfer exam (formerly the 11-plus).

Examining the effects of the exam results on psychological problems in the province, researchers reported least disorder among the 34.6 per cent who obtained grade A, which guarantees a free place in a grammar school.

A significant increase in stress was recorded when they moved to the 13.4 per cent who obtained grade M, which can mean a free place if accepted by the school. The highest disorder rate was among the 52 per cent who got grade G, which implies failure.

Asked whether their parents were pleased, disappointed or very disappointed or not bothered by their result, those who saw themselves as a source of disappointment exhibited a markedly higher level of stress. But the highest disorder of all occurred in the group whose parents didn't really care.

The conference also heard that the severe economic and political problems in Northern Ireland also contributed to widespread emotional upset – in this girls seemed more vulnerable. Depression more frequently affected those from less well off backgrounds, with considerably more serious disorder where the father was unemployed.

- The conference also heard a call for community workers in Northern Ireland to abandon efforts to bring individual Catholics and Protestants together. Dr Brendon Bunting, of Ulster University, said they should focus instead on breaking down the barriers that separate the groups.

Rights statement 'would have eased poly crisis'

by David Jobbins

A firm declaration that National Front activist Patrick Harrington (pictured) was entitled to continue his studies at the Polytechnic of North London would have defused the crisis the polytechnic's retiring director said last week.

Dr David MacDowall, who is taking early retirement from PNL, criticized the independent report published last month for failing to tackle what he regards as the key question of why the Inner London Education Authority shied away from making an unequivocal statement on Mr Harrington's rights.

And he resisted the criticisms of management in the polytechnic identified by the inquiry headed out by Miss Sheila Browne, principal of Newnham College, as the root cause of the crisis.

The report criticized the management for not dealing with the Harrington affair in mid-1983, before it became serious. However intractable the situation, the polytechnic could have done more to reduce its sufferings through informal discussions and more sophisticated interpretation of the code of conduct and legal decisions, it said.

But Dr MacDowall put the blame firmly on ILEA's senior politicians. He said: "The view the polytechnic took from the word go was that it was axiomatic that no-one should have any action taken against him because of his views but that he was liable if in any way he breached the institution's rules and regulations.

"The report is wrong in suggesting this principle was subscribed to by the ILEA. I have evidence that from May 1984 ILEA put extreme pressure on me to exclude Mr Harrington simply because of his views.

"I find this evidence has not been either taken much note of or followed up by the inquiry."

NUS hits at loan schemes

by Biddy Passmore

Student loan schemes are expensive to introduce and administer, tend to encourage longer courses and to distort student intake, according to a new report by the National Union of Students.

The report, based on a study of student support systems in Denmark, Sweden, the United States and Canada, found that the most successful loans schemes – and those with the lowest default rates – were those which contained a high level of government subsidy. But non-repayable grant aid was the easiest, least costly and most efficient system to administer.

The participation of students from working-class and low income backgrounds rose when the four countries introduced their systems in the 1960s, the report found, but this improvement has not been maintained.

It suggests that negative attitudes to loans by sections of society that do not traditionally borrow have adversely effected participation of these groups in further and higher education.

All four countries in the study had longer higher education courses than the UK. The report concedes that this is partly because of their different education systems but says that the need for students to work part-time in order to pay off large loans was also a contributory factor.

Study patterns were being distorted in favour of subjects leading to highly paid jobs, such as engineering, and against humanities subjects.

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Bert Lodge reports from the annual meeting of the Head Masters' Conference in Oxford

Expand Assisted Places, says HMC chairman

The Assisted Places Scheme, now subsidizing 25,000 former state school pupils a year in independent schools, should be extended, the meeting was told last week.

Mr Bruce McGowan, head of Haberdashers' Aske's, Elstree, said there should be more pupils and more schools taking part in the scheme now in its fifth year. These should include a greater number of boarding schools, he added.

Mr McGowan, the HMC chairman, said: "Several of the criticisms levelled at the scheme at the outset have proved unfounded. Over a third of the recipients have incomes low enough to receive full remission and two-thirds pay only half fees, so the scheme certainly has not been a subsidy to the wealthy. And I have seen no evidence at all that other schools have suffered from not having these children in them, given that they are drawn in small numbers from so wide an area."

He called for the scheme to be extended in three ways:

- More places and schools to be involved;
- Income limits to be relaxed; and
- More boarding places to be made available.

Research over the past 20 years had shown that many children needed and benefited from boarding.

"They need it not to give them privileges but to offset disadvantage. And insofar as this need is being met it is very largely independent schools who meet it. They have more than 110,000 boarders while there are fewer than 10,000 in the state system."

Bruce McGowan

Mr McGowan welcomed the opportunity for a clear two years of advanced work before candidates took the Cambridge Entrance Exam. "The old seventh term exam offered some an even better opportunity to do that. But it was not, in practice, accessible to all and we shall not waste time to mourn its passing."

The Oxford system, however, condemned a candidate to an examination right in the middle of his sixth-form course. "Even with only one year's experience of entering large numbers for this exam we are strongly confirmed in our view that such a mid-course exam is a gravely damaging interruption.

"The candidates see it, and are bound to see it, as of great importance and in scores of schools, both maintained and independent, they have neglected other main subjects in order to concentrate on their Oxford subject.

They have sought to give up their subsidiary subjects and their general studies and even to seek release from all school activities, however valuable, which do not point directly to their Oxford examination."

Mr McGowan pointed out that the Secondary Heads Association and the HMC had told Oxford that the present situation would not do. He called for Oxford to follow the Cambridge decision so that the two universities examine at the same time.

Reminding the conference that the Labour Party had reaffirmed its intention to end their existence as fee-paying schools and take way their charitable status, he said: "The inconsistency of attempting to make us more expensive and therefore more exclusive, at the same time as criticizing our alleged exclusivity introduces a heavy irony and it is sad that the SDP also threatens both charitable status and the Assisted Places Scheme."

Of the 25,000 leavers each year from independent schools 61 per cent went on within a year to higher education.

"With polytechnics I am glad to notice that our links are becoming closer than they used to be. But it is sad to notice that the Government still sometimes seems to regard them as second class, as for instance when £43million was recently made available to expand the output of graduates in high technology and all of it was given to universities.

"I hope that the objection expressed by HMC to this undeserved discrimination will have helped to redress the balance."

No cash, replies Brooke

There were no extra resources available for an extension of the Assisted Places Scheme, Mr Peter Brooke, education junior minister, assured the meeting.

This followed a call from Mr Bruce McGowan for more schools and pupils to join the scheme.

Mr Brooke reported, however, that up to one third of the pupils at many of the best independent schools were now from low-income families taking part in the scheme. By 1990 one in seven of independent school pupils could be in an assisted place.

The movement of pupils from the maintained to the independent sector together with the growing transfer at 16 from the independent to sixth-form colleges created an interchange which was healthy for the whole system, Mr Brooke said.

He agreed the drain away from independent school sixth-forms could change the balance of age grouping in those schools.

But the long-term competition and cross-fertilization could only be beneficial.

Secret ballot to be used

by Richard Garner

The HMC has been told it must change its rules for electing its chairman – to get into line with the new trade union laws.

Until now the HMC, comprising over 200 independent school headmasters, has always allowed its committee to choose the next chairman of the conference.

However, legal advice given to its leaders suggests it could fall foul of the 1984 Trade Union Act if it continues to do so. Last week's meeting in Oxford agreed a series of rule changes which means there will now be secret postal ballots for the post.

Mr Robson Fisher, its deputy secretary, said: "The Trade Union Act of 1984 allows you to carry on exactly as before – until and unless somebody challenges your procedures".

The National Union of Teachers found its rules on balloting went even further than the then Employment Minister, Mr Norman Tebbit, wanted.

Ironically, the Act – which was brought into force by the Conservatives to change the way in which TUC-affiliated unions went about their affairs – has had more impact on bodies like the HMC.

The first chairman of the HMC to be elected by secret ballot will take office on 1987.

Secondary heads told to ballot, page 14

O level failures 'key to sixth-form studies'

Pupils' A level subjects should be determined by what they did badly in at O level, a senior industrialist suggested to the conference.

Dr David Atterton, chairman of Fosseco Minsep, the Midlands engineering group, said: "Many school children currently have their A level subjects decided by their attainment in O levels, and there could be a strong argument in favour of the converse. There should be a bias towards improving areas of weakness at this early stage".

He also suggested six or seven subjects should be taken in the sixth-form instead of the usual three so as to broaden the base of education. He called for an earlier separation of the academically inclined from the practical and suggested that careers guidance should be taken out of the hands of teachers.

Schools deserved sympathy, Dr Atterton said, because parents judged them by their success rate in O and A levels said in Oxbridge scholarships, when the real judgement should be quality of the end product, success in pursuing a fulfilling career in a range of occupations.

To suggest going for a level of competence in six or seven subjects after O level brought criticism that this leads to a decline in schooling standards. On the contrary, he said, it would provide a broader education, widen careers opportunities but above all, provide a good base for further learning, a tremendous boon in adult life.

"A single massive dose of education at school to inoculate one for the rest of one's life is a strange and outmoded concept. Although I am personally in favour of examination assessment I must have some relevance to the world in which people live and work rather than the continuing propagation of the view that learning without obvious utility is more worthy than knowledge with it and that talking and writing ranks higher than making or selling", he said.

Dr Atterton, a Cambridge researcher for eight years before entering industry, said that for a long time he had believed that careers guidance should be taken totally out of the education system. "Many careers masters try valiantly but 'school to university and back to school' with perhaps the odd stop is hardly an appropriate background."

He admitted he had no easy alternative but could think of videos, and other aids to illustrate a wide range of careers.

While advocating some dramatic changes in education, Dr Atterton said he still supported a system in which a gifted research worker could pursue the totally esoteric with no monetary cost-benefit analysis. On the other hand, and for far too long, unqualified untrained young people had been allowed to leave school straight into a low skilled job with no prospects.

MSC chief says new scheme will not be under-resourced

Assurance given on YTS cash

The widely held view that the new version of the Youth Training Scheme will be under-resourced because the Government is not providing enough money was challenged this week by the man who will be responsible for making it work.

Mr Bryan Nicholson, chairman of the Manpower Services Commission, said: "There is no reason to believe that the funding available is in any sense inadequate to achieving the aim of the scheme."

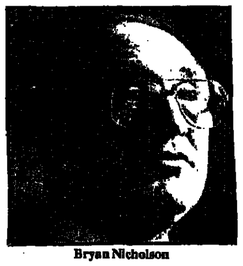
Mr Nicholson's statement follows complaints by local authorities and voluntary agencies that the new funding basis will make it impossible for them to go on participating in the scheme without heavy losses. They fear this will prevent them from providing even the limited number of places – about half the present quota – which the MSC is prepared to allocate to them.

Mr Nicholson insisted that the authorities, despite their reservations, were in general agreement that the scheme was "the best way forward". Nobody could be sure how the funding arrangements would work out in every detail, but the thing was to "suck it and see". There would be a detailed review in two years' time.

The Commission was determined that the YTS should be a truly universal scheme and that meant ensuring that the ethnic minorities were not in any way excluded. There was evidence of some discrimination by employers, and the procedures for approving and monitoring the schemes were being tightened up. Twenty staff were being appointed to work with the minority communities and with local institutions.

More details of the new funding arrangements were announced this week. They include the new rates for training allowances – £27.50 a week for the first year rising to £35 in the second year.

The present system of contracting with managing agents for only a year at a time – a practice bitterly resented by colleges and local authorities who say it hampers planning and makes staff feel insecure – will be replaced initially by two year contracts and later by three year contracts for agents who gain approved trainer status.


Bryan Nicholson

Guidance task increases

Big new responsibilities for local authority careers departments are sketched out in guidelines issued by the Department of Employment. But the guidance also announces that the Government is not going to provide any additional direct resources for the new tasks.

The service already does most of the recruitment and placing for the present version of the Youth Training Scheme. But it will now be expected not only to cope with greater numbers of trainees, but to become much more closely involved in their selection and their progress.

It is the careers officers whom Mr Bryan Nicholson, the chairman of the Manpower Services Commission, and his top officials are counting on when they say that each youngster's training will be closely matched to his previous education and any future study plans. Mr Nicholson has explained that the careers officers, as part of the education service, have the necessary know-how, and the DE guidance confirms that they will be expected to take on the job.

The MSC's intention is that placement on the scheme should take account of earlier relevant achievement, especially in respect of 17-year-old leavers, which will have to be taken into account by careers service staff.

The Department tells careers officers that they should make themselves available to trainees throughout the new two-year YTS programme, and particularly to those youngsters nearing the end of the scheme without a permanent job in sight.

It also suggests that they may have to help ex-trainees, even though most of them will be older than the youngsters on whom the service at present concentrates.

The tone of the guidance paper has not pleased the principal careers officers who run the local authority departments. While they are reserving judgement until they know whether the Government intends to provide extra money through the rate support grant – as distinct from increasing its existing direct funding of work for the young unemployed – they are angered by the Department's attempt to imply that their overall work will not increase.

The guidance tells them there are likely to be fewer unemployed under-18s and reminds them that the size of the 16–17 age group is falling.

More disturbing, however, to most of the officers is the direction that they should only give guidance to a trainee if the managing agent – often the trainee's employer – agrees. The head of one big city careers department said this would cut at the whole basis of the relationship between the careers service and youngsters. "The youngsters most likely to need guidance are those who are getting a rough deal from the people who are supposed to be training them: how on earth could we allow those very people to control our access to the youngsters in question?" he asked.

It is understood that the terms of the DES guidance were framed by Mr Peter Morrison, the former Minister of State, before he left the Department in the recent Government reshuffle. Senior officials of the Department's careers service branch who sent out the document have said that they warned Mr Morrison it would arouse strong resentment, but that their advice was overridden.

Edited by Mark Jackson

MSC holds inquiry into vocational training funds

A comprehensive inquiry into the funding of vocational education and training was announced by the Manpower Services Commission this week. It will be headed by Mr Bryan Nicholson, the Commission's chairman, and take up to two years.

Mr Nicholson confirmed last month's *TES* forecast that the inquiry would include a consideration of educational maintenance allowances for the 16–19s. He said that examining the general funding issues would raise questions which could not be resolved "without looking at the DES side of education".

The Government's remit to the MSC is to investigate the mechanisms for financing all vocational education and training apart from initial full-time schooling. It has been asked to recommend an "effective and efficient" funding system which would provide proper vocational education and training for the whole of the country's workforce.

Mr Nicholson's team will consist of MSC commissioners representing employers and unions in industry and education.

Lukewarm on research

Influential groups interested in vocational education and training are cold-shouldering a proposal for a national institute to carry out research and development.

An official report published this week says there is no general consensus on the desirability of "a national R and D focus for vocational education and training in Britain".

The report, prepared by the Institute of Manpower Studies at Sussex University, is a follow-up to its last year's report, *Competence and Competition*, which contrasted attitudes to vocational training and education in three leading industrial countries with those in Britain.

The report, which is often quoted by politicians, industrialists and educators, suggested that Britain needed an R and D institute like those operating in the other countries, and the MSC commissioned a feasibility study from the IMS.

The IMS discussions involved major users of education and training, political parties, unions, examining bodies, employers' associations and training organizations.

Although the majority supported the idea of establishing some national focus to bring together information and coordinate policies and programmes, the IMS says that a minority were convinced that it was unnecessary or would be ineffective.

The IMS points out that although only a small number of organizations expressed a negative view, the bodies concerned were "heavyweight in terms of importance"; and it adds that it is intrinsically difficult for an organization to oppose such a proposal of this kind because vocational education is regarded as a good thing where there is always room for improvement.

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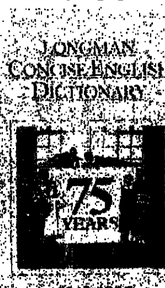

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Graffiti row: marchers demand return of staff

A group of 50 parents, pupils and teachers marched on Manchester's education offices on Monday to demand the reinstatement of 47 teachers suspended for refusing to teach five boys who daubed obscene graffiti on a school wall.

The graffiti contained sexual and racist insults to teachers and their spouses.

The boys were expelled from Poundswick High School, Wythenshawe, by the head, Mr Keith Halstead, on June 19 but a council sub-committee subsequently decided to allow them to return to school.

Poundswick's 60 teachers voted unanimously not to accept them back. However, all three members of staff were suspended for refusing to teach them. The remainder were suspended later when they too refused to have the boys in their classes.

This week only five teachers and about a dozen pupils have turned up for lessons.

On Monday, the parents' leaders, Mrs Ann Bradshaw, said: "We will not be satisfied until the teachers are back and the five are expelled. Kids can't be allowed to run schools."

Mr Fred Smithies, general secretary of the NAS-UWT, also urged teachers not to extend the action and appealed to the education authority to meet his union.

The Secondary Heads Association in the city was balloting on strike action as *The TES* went to press.

Procedures seem likely to discourage participation, says ACE

Fears over parent governor elections

by Biddy Passmore

Many local education authorities have devised procedures for electing the new parent governors that seem likely to discourage parental participation, according to a survey by the Advisory Centre for Education (ACE).

Only half of the 67 authorities who sent ACE their guidelines on the elections said they informed parents of the role of school governors. Only two – Brent and Dudley – specifically encouraged hustings. Only 28 advised schools to write to parents informing them of the result.

Some even appeared to make it difficult for parents to stand. For instance, Staffordshire and Cleveland both required each candidate to be sponsored by five parents although the requirement in most l.e.a.s was two.

The survey, conducted in April this year, found that most authorities were well advanced with their plans.

Of the 80 who completed ACE's questionnaire, 73 had already made arrangements for the elections and the remaining seven said they would have everything ready by September – the deadline for introducing the new arrangements under the 1980 Act.

In general, authorities had provided reasonably clear guidelines for heads on the mechanics of the elections – a subject on which the Department of Education gave them no advice.

Of the 67 authorities who provided detailed information, 45 used "postal" ballots (invariably pupil post), 12 held election meetings, three a mix of meetings and "postal" ballots, one a polling station method and six left it to the head and governors to decide on the method used.

ACE says a major failing of those using "postal" ballots was the lack of encouragement for a statement by candidates. Even where a statement was encouraged, authorities often allowed candidates very little space – 30 words in the case of Essex – and most attempted to limit statements to biographical details.

One side of A4 would be a better maximum length, ACE says, and candidates should be allowed to express their views on matters such as teaching styles and discipline.

The survey also revealed some confusion about whether there should be one vote per parent or one per household. Most authorities allowed one per parent but Dudley, for instance, allowed only one per family – and referred to that parent as "he".

● Pupil governors are not a big success because they tend to be overawed when sitting beside adult governors.

This is stated in a report to Manchester's schools subcommittee. While finding "few identifiable advantages", the experiment pointed out that it did give young people useful experience of decision-making.

Since 1982, pupils have sat on the governing bodies of three sixth-form colleges – Margaret Ashworth, Shena Simon, and Arden – and of Burnage, Whalley Range, and Parrswood high schools.

The subcommittee agreed to continue the experiment, at the same time seeking ways to increase the confidence and responsibility of the pupil governors.

Reforms for SHA

Leaders of the Secondary Heads Association have been told that their present method of electing members to serve on their ruling executive body contravenes the Government's new trade union legislation.

A special meeting of SHA's national council last weekend voted through constitutional changes which will bring the association into line with the requirements of the 1984 trade union laws.

Mr Peter Snape, SHA's general secretary, said: "Previously, the SHA has had a collegiate system in which people were elected by a show of hands at area meetings and then the council (executive) coopted other people on to it."

He said there would now be separate secret area and national ballots held in the autumn for the council. Under the new system, 18 national members would be appointed with 60 from the different areas.

Yorkshire row hits appointments

by Biddy Passmore and Mike Durham

A political row in North Yorkshire has delayed the appointment of governors to the new-style governing bodies required under the 1980 Education Act.

Labour and Alliance councillors refused to accept a proposal from the ruling Conservative group to allocate the seats on each governing body in proportion to party representation on the county council. Instead, the opposition parties wanted to control governing bodies in the areas where they had a majority of local support.

But the county's Tory-dominated appointments committee last month approved nominations which in fact give the opposition parties a smaller proportion of seats than they would have had under PR.

The issue is particularly sensitive in the city of York, where a new system of comprehensives feeding into a sixth form college started up last week.

Labour has 13 out of 15 seats on the city council and controls 21 per cent of the seats on North Yorkshire county council. Yet the party was offered the nominations for only 16 per cent of secondary school governors and 13 per cent of primary governors.

Mrs Shirley Haines, Labour education spokesman on the county, said: "It's totally irresponsible to start a new era of education like this.

"Four years ago this was all done very amicably," she added. "Chairmen and shadow chairs were prepared to horse-trade. This time they packed the committee and decided the governing bodies themselves."

But Squadron Leader James Donaldson, chairman of the education committee, said the county's nominees had all been notified of their appointments two or three weeks ago. The delay in holding the first governors' meetings had arisen because they were waiting for the city council's nominations, he said.

It would have been the fairest way all round to go for proportional representation, Sq-Ldr Donaldson said, adding sadly: "It's got very, very political this year."

Places on governing bodies are normally allocated in proportion to the number of seats the parties hold on the local education authority. But in some cases, especially where a county council has swallowed up an old county borough with a different political complexion, the allocation of governors reflects the political balance in the ward rather than the council as a whole.

● Sunderland education authority appointed the first-ever proper governors to its county secondary schools on Tuesday.

Until now, the town's 20 secondary schools have been run by a single governing body, alias the schools subcommittee. But Sunderland, much to its regret, finally decided it had to obey the new law which requires a separate governing body for each school.

Mr Jackson Hall, the director of education, said Sunderland, along with cities like Manchester, Birmingham and Leeds, had considered that a school could be responsible to one body but not two and had grouped all its schools under one body – the l.e.a.

● Young Engineers for Britain . . . winners Paul Dastoor (left) and Nigel Boxall with project winner Joanne Gambell

Double winners of engineering title

THE ENGINEERING COUNCIL

Two 17-year-old schoolboys have won the title of Young Engineer for Britain 1985. Nigel Boxall and Paul Dastoor, of Cox Green School, Maidenhead, took the award for inventing a system which detects welds in a production line.

Their invention prevents welds appearing in finished products in a continuous process involving the joining of steel strips.

They received their trophy from Sir Francis Tombs, chairman of The Engineering Council, who presented the awards at the national finals of the Young Engineer for Britain 1985 competition, organized by The Engineering Council, at Wembley Conference Centre.

A £100 prize for the best project from a girl was won by 18-year-old Joanne Gambell, of Knutsford County High School, Cheshire, who designed and made a collapsible carrycot.

The winning projects also included an electronic "guide dog" for the blind, an anti-roll device for wheelchair users, and a door-bell warning system for the deaf.

More than 100 finalists, aged between 12 and 19, from all over the United Kingdom demonstrated some 50 engineering projects to the judges at the finals. This followed regional finals in which some 500 young people had entered more than 250 projects.

The competition is designed to foster and strengthen links between education and industry, and so develop the interest of young people in engineering and technology, and careers in industry.

Mr Graham Anthony, director-industry at The Engineering Council, said: "The youngsters chosen as finalists in the competition showed tremendous enterprise and creativity. In addition to engineering and design skills the youngsters were marked on visual, oral and written presentation of their projects.

"The judges also took into account factors such as marketability, usefulness and whether the project met an economic or social need.

"The all round standard of entries was extremely high and the competition has shown that our youngsters are continuing Britain's tradition of inventiveness".

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Parents to get say on consultation

Wiltshire councillors agreed last week to start consulting parents on a reorganization scheme which would involve scrapping the county's two remaining grammar schools.

The plans, drawn up by a working party chaired by Mr Reg Cocks, an Alliance councillor, would replace the selective system in East Salisbury and Downton with coeducational comprehensives and a tertiary college.

The closure of Wiltshire's last two grammar schools – Bishop Wordsworth's, for boys and South Wiltshire for girls – was promised by the Alliance when they took control of the council from the Tories in May.

Although comprehensive reorganization has been the county's official policy since 1964, there had been a long-running row on the issue within the Conservative group which led to the "desselection" of Mrs Joan Main, the pro-comprehensive female chairman of the education committee.

Conduct code proposed for local authorities

by Mike Durham

A new code of conduct for local authority chief officers and councillors has been recommended by the professional officers' association, in evidence to the Widdicombe inquiry into local government ethics.

The Federation of Managerial and Professional Officers' Unions (FMPOU), which includes the Association of Educational Officers, says the rules are necessary to strengthen and make explicit essential safeguards to democracy.

As well as stressing chief officers' traditional impartiality, the proposed Code of Conduct would more clearly define their legal, professional and employment status.

It would uphold an officer's duty to comply with the law, even if this meant disregarding councillors' directions. Chief officers should not be penalized [illegible] through [illegible] on the amount of compensation [illegible]

The code would ban censorship or political interference with reports. But, the FMPOU admits, the definition of officers' and members' roles cannot be precisely laid down.

"The borderline between the duties of policy-makers (elected members) and administrators (officers) is by no means clear cut," the Federation says. "Thus local government machinery only works well when there is genuine partnership."

Senior local government officers would not be allowed by the Code of Conduct to take part in party political activity or become members of other local authorities.

The FMPOU recommends giving the Code of Conduct statutory force so that it could be invoked in cases of alleged unfair dismissal. Where an officer was dismissed against the terms of the code, there should be no ceiling [illegible]

Toasting 75 years of The TES

Stationers' Hall

75 Educational Supplement 1910-1985

***The TES* marked its 75th anniversary last week by holding a reception at Stationers' Hall in the City of London which was attended by 400 guests drawn from the worlds of politics, education and the media. A toast to *The TES* was proposed by Lord Stewart of Fulham, the senior ex-Secretary of State, who was at the DES in 1964–65 before becoming Foreign Secretary.**

Photographs by Judah Passow

TES editors Harold Dent (1940–52), the present editor Stuart Maclure and Walter James (1952–69)

Giles Radice, Opposition education spokesman

Stuart Maclure

Clement Freud, Liberal education spokesman

Fred Jarvis, NUT general secretary

Tim Rix, chief executive, Longman Group

Sir James Hamilton, former Permanent Secretary, DES

Michael Marland, head, North Westminster Community School

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OVERSEAS

Bill for excellence will be too costly for Congress

UNITED STATES

Bill Norris reports on proposals which are bound to fail.

A new Bill is now before the United States Congress which would devote $2 billion (£1.4 billion) to the task of ensuring that all children in America get an equal chance to learn.

Half the money would go to prevent drop-outs, early childhood education and basic skills instruction at secondary level. The other half would be devoted to improving instruction in maths, science, communication skills, foreign languages and technology.

The legislation, known as the School Excellence and Reform Act, is winning support from senators and lobbyists alike.

That is the good news. The bad news is that it will almost certainly never become law. Last year, a similar measure, the American Education Defence Act, never even reached a vote on the floor of the House because members decided in advance that it was too expensive. In the current climate, in which congressmen are looking for ways to cut federal spending without losing votes in an upcoming election year, this one is likely to suffer the same fate.

Gary Hart . . . big opportunities

This is despite the efforts of such doughty supporters as Senator Gary Hart, still a presidential contender, who declared last week that the Bill contained vast opportunities for the development of new and improved education programmes.

"The programmes are not cost-free," he said, "but neither are a second-rate economy, a weak military or a dispirited citizenry."

The US Conference of Mayors has also given its support. "One of the basic injustices in our society is that children who need help the most attend state schools in communities which have the fewest resources from which to draw," said Arthur Holland, Mayor of Trenton, New Jersey, in evidence before the congressional sub-committee considering the Bill.

Mary Hatwood Futrell, president of the National Education Association, has been flooding the committee with statistics to show the need for the measure. In some urban areas, she said, the drop-out rate from high schools has reached 80 per cent.

Thirty per cent of all 17 and 18-year-olds leave high school without a diploma, and one million teenagers cannot read above the third grade level. Fifty per cent of those who do go to college drop out in their first year, and one-third of all adults are functionally or marginally illiterate.

Under the proposed Bill, continued federal funding to school districts would be contingent upon school and student improvement. It would also encourage accountability at local and state level by promoting the participation of parents and community leaders.

This is all very much in tune with current thinking in the Reagan Administration. The bottom line of a $2 billion price tag is not. Federal spending on elementary and secondary education now stands at 6.2 per cent – the lowest level in 20 years. And the likelihood is that it will stay that way, at least until 1988.

Teachers out of jail

Striking teachers in Pawtucket, Rhode Island, are out of jail and back to work, with a 19.5 per cent pay rise in their pockets, spread over three years, to show for their days behind bars.

Fifty-three teachers out of 600 were jailed for contempt of court, having refused an order to end their strike in support of a 27 per cent pay claim.

But their troubles may not be over yet. Judge Corinne P Grande is considering whether to make them pay personal fines totalling $56,000 ($40,000), plus a further $20,000 fine which may be levied against their union.

Elsewhere in the United States, the wave of teachers' strikes continues. As those in Pawtucket celebrated their victory, having gained rises of roughly double the current rate of inflation, teachers in two more school districts in Pennsylvania walked off the job, sending home more than 10,000 students.

The Pennsylvania teachers had refused a new four-year contract offering annual pay rises of 6 per cent on their present average salaries of $29,000 (£20,000), and were holding out for 23 per cent over three years. A total of eight school districts in the state are now on strike.

In the country as a whole, 6,125 teachers are still out. In addition to those in Pennsylvania, some 70,000 students are affected in Washington, Ohio, Illinois and New Jersey. However, negotiations to solve the largest stoppage, in Seattle, where 3,200 teachers are on strike, were successful this week.

●The world of 1984 has come, only a year behind schedule, to three high schools in New York city. Before they can enter the classroom, students at Park West, Laguardia and Martin Luther King high schools have to submit to a high-technology frisk.

Using machines similar to the automatic check-outs now common in supermarkets, the school administration can keep out anyone who doesn't belong in the building.

Son of Sesame

Son of *Sesame Street* is in the pipeline. In an effort to boost the flagging interest in mathematics among American schoolchildren, $16 million (£12 million) is to be spent on producing a new television programme to make the process painless. It will be the most expensive single project for children in television history.

Money for the programme, which has yet to be given a title, will come from such diverse sources as the US Department of Education, the National Science Foundation, the Corporation for Public Broadcasting, and IBM. It will be made by the Children's Television Workshop, creators of *Sesame Street*, and aimed at the 8 to 12 age group.

Executive producer David Connell said this week: "We'll try to get children, especially girls and minorities, interested in maths before they learn they're not supposed to be interested in maths."

Sesame Street . . . sequel planned

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Whites face black township backlash

SOUTH AFRICA

Susan Fleming reports on teachers in the front line of unrest

White teachers in schools in Soweto, the largest black township in South Africa, are finding themselves in the front line of current unrest.

When trouble hits the township, they cannot go to school for fear that their lives may be in danger.

White teachers do not use their own transport to go to school. They are picked up by a government mini-bus from a white suburban area bordering Soweto, and taken to their schools.

According to one white woman teaching in Soweto, teachers have sometimes waited for hours before being given the go-ahead to enter Soweto, and on several occasions they have been sent home.

The woman, who refused to be named for fear of losing her job, also said classes often ended early.

"How can we do a good job when the school programme is interrupted all the time? I have several set books that I have not even begun yet and the exams are little more than one month away," she said. (In South Africa the school year ends at Christmas.)

Many white teachers had panicked after an Afrikaans teacher, Mrs Anna Bester, was wounded, along with 10 pupils when police opened fire at a Soweto school on September 12, the teacher said.

"A lot of teachers are very frightened that they will be caught in a crossfire with police, or that the pupils will go against them," she said, adding she was now considering moving to a white school.

"I really do not want to leave my job in Soweto – but what choice do I have? My husband is very worried about me and I feel that my private life is at stake. I also have a responsibility to my young child which I cannot neglect."

Until this year she had been very happy working there, she said.

"I used to work in a white school, but four years ago I got a post in a black school. Until this year, it was a pleasure teaching the black pupils – I often found that they were far more appreciative than their white counterparts and it was very rewarding when they did well.

"But this year everything has changed and many of the children no longer come to school. Sometimes only 10 out of a class of 50 pupils turn up for class. You just cannot carry on repeating the same lessons day after day because pupils are boycotting.

"Many of us do not even bother to plan our lessons any more. What is the use of planning a lesson when you don't know what is going to happen or whether the children – or yourself – will turn up for school?"

She claimed that disruptive "elements" had placed a threat on the teachers and the children.

"Many of the children are scared stiff and they turn to us for help. But what can we do?"

She added that it was unlikely that many pupils would pass their exams at the end of the year.

"The school programme has been punctuated by school boycotts and disruptions", she said. "How can anyone expect these children to pass? The whole situation is just very depressing," she said.

SPD pushes debate on comprehensive education

GERMANY

The Social Democratic Party has launched a new offensive on behalf of comprehensive education, re-activating a political debate left fallow for years.

At a one-day forum held this month in the SPD's Bonn headquarters, politicians, parents, teacher and trade unionists heard the national party manager, Dr Peter Glotz, predict a sharp revival of public interest in education policy, as the centre-right coalition Government failed to solve the problems of graduate and youth unemployment.

The debate received fresh momentum from the SPD election victory in Saar in April, after a campaign prominently featuring comprehensive education. The Saar's new education minister, Professor Dieter Breitenbach, told the forum that even conservative local authorities had applied to establish comprehensives in a bid to prevent local school closures through falling rolls. He announced that the existing two comprehensives in the Saar would be increased to six within the next 12 months, and pledged to cut through the thicket of regulations governing comprehensive schools to allow teachers greater freedom of manoeuvre.

"Only free teachers can open up the way to freedom for children," he said. Criticizing past pressure on comprehensives to compete with the grammar schools, he said the time had come for the SPD to redefine the educational role of the "second generation comprehensive". To be convincing, they needed a distinctive educational profile, to prove themselves a genuine alternative to the tripartite system, he said.

The call for a new phase of educational reform was echoed by Dr Christa Lohmann, chairwoman of the Comprehensive School Association, which co-organized the forum with the SPD.

Dr Lohmann welcomed the new joint initiative as a counter-offensive to the "extremely dangerous" mood of resignation in education, which was leaving the field open to reactionary forces in West German society.

Paul Bendelow

Even popular ministers hit snags

NEW ZEALAND

New Zealand has at the moment that rare phenomenon, a well-liked Minister of Education.

Mr Russell Marshall gains some of his respect from teachers simply relief that Mr Merv Wellington is no longer in the job, and is not even the shadow education minister. And some is delight with the way in which he has been able to persuade the Cabinet to increase staffing levels and spend more on education.

However, in one recent attempt to tackle teacher shortage he has been defeated. Southland, sparsely settled and with a climate similar to Scotland's, wanted to open two new secondary schools and, unlike most districts, finds them hard to staff and keep. Russell Marshall suggested a $2,000 (£700) a year bonus for those prepared to work there, but the Cabinet said no.

The minister's long-term plans for dealing with teacher shortage are first, to woo back to teaching some who have left it for family cars or careers in industry; secondly, to encourage New Zealanders teaching abroad to return; and thirdly, to recruit from overseas.

His reluctance to fling the doors open immediately to teachers from overseas is partly because the new Government has laid considerable emphasis on the need to adopt educational programmes and curricula to take account of the Maori culture.

[illegible] 9 per cent of secondary school rolls, after rising in 1984-5, are due to start dropping sharply in seven years, to [illegible] pupils.

Glynn Richards

OVERSEAS

Why pupils are counting on the abacus

The Japanese abacus: holding its own against the electronic calculator

While Japan fills the world's classrooms with pocket calculators and microcomputers, its own schools still use the traditional abacus or *soroban* for teaching numeracy.

Computer-assisted learning techniques are not an important part of classroom lessons and fewer than 1 per cent of the country's elementary and junior high schools are equipped with computers for teaching purposes.

The pocket calculator, the other major component of education's electronic revolution, is also not as widely used as it is in many western countries.

The *soroban* has traditionally been used by all pupils to help them master the basic concepts of mathematics, a subject at which the Japanese excel.

The compact counting frame helps to make mathematics a concrete, rather than an abstract, activity for the youngsters. The rows of beads make it easy, for example, for pupils to visualize the processes involved in addition, subtraction, multiplication and division.

The Japanese chamber of commerce continues to sponsor an abacus examination which attracts around one million candidates every year. Many businesses recognize the value of employees skilled in the use of the *soroban* by offering better promotion prospects, and a higher salary, for those who display great prowess with the counting frame.

When, in an effort to modernize teaching methods, Japan's Ministry of Education decreed that schools should attach less importance to the use of the *soroban*, and make more use of the modern pocket calculator, the days of the ancient counting-frame seemed numbered. Many parents, however, showed their preference by sending their children to one of the country's 35,000 *soroban* "academies" for extra tuition in the use of the abacus.

Many teachers and educationists also criticized the shift in emphasis from the *soroban* to the pocket calculator. Electronic calculators, they argued, only provide answers to calculations and not an understanding of the basic arithmetical and mathematical processes involved in obtaining the answers. In short, use of the electronic calculator would not help to sharpen and train the mind in the same way that the *soroban* has done.

In the wake of the shift from *soroban* to electronic calculator, much media attention was given to a greater incidence of accounting errors. Moving beads, rather than pressing buttons, provides a more reliable way of counting, was the conclusion of many national newspapers. The net result has been a move back the use of the *soroban* in shops, offices, banks and schools.

For the latter, the official view is that the role of the electronic calculator should be one of coexisting with the *soroban* and not one of replacing it. This compromise is exemplified by some pocket calculators being manufactured with miniature *sorobans* attached to them.

JAPAN

John Greenlees looks at a traditional teaching aid

Hundreds face the sack for failing examination

MALAYSIA

Hundreds of Malaysian primary school teachers have been sacked following the Education Ministry's decision not to renew the contracts of teachers who have failed an exam in Malay language at Higher School Certificate level.

Teacher unions are also deeply concerned over the ministry's refusal to pay the pensions of such teachers on their retirement.

Since July, several hundred teachers have received notices of dismissal from the Education Ministry, but the number of teachers who do not possess the required Malay language credit exceeds 3,500, and the teacher unions report that so far none of these teachers has been confirmed in post.

Most of the teachers concerned – who are mainly from Chinese and Tamil (Indian) primary schools – were told that their services were no longer required from January 1986. Others have been given deadlines by which they must obtain the credit.

The Education Ministry's decision comes three months after the announcement that it was lowering the grade and reducing the pay of all teachers who failed to obtain a credit pass in their Malay language examination, which all teachers are allowed to resit.

The National Union of the Teaching Profession (NUTP) has formally complained to Datuk Abdullah Ahmad Badawi, Education Minister, about the plight of the teachers and appealed against the mass sackings.

The Ministry has adopted a rigid attitude on the language ruling, but Mr Badawi said the issue will be discussed by the Cabinet Service Committee under the Prime Minister's Department during the next few weeks.

Speaking to teachers in Kuala Lumpur, Mr A Rajaguru, NUTP secretary-general, expressed deep concern for the welfare of the sacked teachers. He said many of them had been in post for as long as 15 years and had thus qualified before the language ruling had been applied.

Mr Rajaguru said many of the sacked teachers were highly proficient in the classroom with pupils who shared the same mother tongue. The union has put forward proposals that the ministry should either modify the existing examination – which is considered "tough" even by Malays – or devise some means of testing the proficiency of such teachers in the classroom. The ministry, however, is said to have questioned the practicability of such an idea in view of the large numbers of teachers involved.

Geoffrey Parkins

New national research centre to be set up

FRANCE

Mary Follain on a change in the official attitude towards educational researchers

Plans for a new national institute for educational research were unveiled last week by M. Jean Pierre Chevènement, Minister for Education.

The announcement was made at a major education conference in the Sorbonne at which speaker after speaker claimed that France was lagging far behind other industrialized countries in educational developments. An enormous effort was needed to catch up, particularly with Britain and the United States, they said.

The conference was organized partly by the existing National Institute for Pedagogical Research (INEP), at the request of M. Chevènement, and with the co-operation of the Ministry for Research and Technology.

Discussion at the conference was weighted heavily towards the sciences, but few new answers were evident.

Communication between the dozen or so members of the round table in the Sorbonne's most grandiose of lecture theatres was severely hampered by their inability to hear each other.

Groups in smaller lecture halls fared better and there was a particularly lively discussion on the need to get research published in international magazines (which means in English) and circulated more widely in France.

M. Chevènement, who is often criticized by educationists for his lack of interest in educational theory, said that in future research must be "rigorous and scientific" with clearly defined goals and methods for achievement.

The conference, he said, marked "the beginning of a process". He made it clear that "the process" is one of rehabilitation coupled with an opening up of the researcher's ivory tower to the needs of industry and society.

M. Philippe Lazar, director general of the National Institute for Health and Medical Research (INSERM), who presided over discussion on the diffusion of educational research, said that M. Chevènement wanted to create a "climate of reflection among education research specialists which will spill over into non-specialist circles".

Mme. Francine Best, director of the National Institute for Pedagogical Research, agreed that educational research is held in low esteem in France. "It's considered to be of less importance even than sociological research. This conference should help to remedy that, but I am worried by the emphasis on science and technology."

With the latest report on unemployment from the Organization for Economic Co-operation and Development predicting that the country's youth unemployment rate will rise to 31 per cent in 1986 (compared to 21 per cent in Britain) many speakers called for research into France's complicated system of youth training schemes.

Professor Bertrand Schwartz, of Dauphine University, who recently retired as head of a government department helping under-qualified young people unable to make the transition from school to work, stressed the need to redefine training courses: "Nobody understands what is happening," he said. "Society is confused – even the Education Ministry is confused – and industry is incapable of defining its future needs since it doesn't know what tomorrow's jobs will be."

The new institute will co-ordinate the work of existing education research bodies and will also head a network of research teams to be set up in universities, public bodies and private companies.

Jean Pierre Chevènement (left) and Professor Bertrand Schwartz searching for solutions to France's educational and training problems

English proves a barrier

by a special correspondent

Zambian children are finding it such a struggle to learn English that the Education Ministry is considering delaying its introduction in schools, and letting pupils learn to read and write in their own language first. At present, English is the official school language.

The proposal has the backing of 60 per cent of teachers, teacher trainers and school inspectors, who accept the large amount of research evidence that children learn most readily in their own language, and that literacy skills acquired like this make it easier for pupils to learn a second language.

The Government is expected to try out the mother tongue programme in selected schools before considering whether to launch the scheme nationally.

If the move is made it will mean that Zambian children will start at school using one of the seven officially recognized Zambian languages – Chibemba, Chitonga, Chinyanja, Silozi, Lunda or Luvale.

A number of research studies in Zambia have shown how poor the English language skills of primary pupils are. Crowded classes, a lack of materials and poor teaching have all been blamed, in addition to the struggle to become literate in a foreign language.

Many teachers now feel pupils should master their own language first.

Teachers work as domestics

PHILIPPINES

The Government has been warned by one of its senior ministers that the country's schools will soon face a serious shortage of qualified teachers unless it acts to improve pay.

Mr Blas F Ople, Labour and Employment Minister, said that many teachers had either left the profession or taken up posts abroad.

Thousands had found better paid posts as domestics in Italy, Singapore, Hong Kong and Saudi Arabia. There are 80,000 Filipinos working as domestics in Italy; 26,000 in Hong Kong; 15,000 in Singapore; and 10,000 in Saudi Arabia.

If the loss of teachers to better paid jobs overseas continued the country's youth would suffer, he warned.

Mr Ople added that the high costs of national security would probably "swallow" funds intended for education and other social services.

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SCHOOL TRAVEL SERVICE

LETTERS

Not yet time to take the money

Sir – Your leading article ("Time to take the money", *TES*, September 20) failed to touch on either the psychological pith of teachers' feelings or the hard-headed negotiating position around which the three main professional associations are at last grouping themselves, bolstered by the very strong, ballot-tested support of their members.

For the last five years or so – and Sir Keith Joseph recently said as much to the general secretary of the NAS/UWT – teachers in Britain have been invited to become poorer in comparison with the rest of working society. At the same time they have been subjected to a spate of black propaganda emanating from the DES about their qualifications and performance, and, from the same source, a never-ending stream of innovative proposals, some highly idiosyncratic.

Sir Keith's personal vision of a market economy into which a good deal of overt injustice is built has been presented as if it were holy writ – it isn't. Within two summer months Sir Keith has stated that "teachers would be mad" if they did not accept an increase of 4 per cent and voted in Cabinet for one annual increase for a publicly-employed so-called top person of 46 per cent.

Your happy families presentation of the employers' latest conditional terms not only illustrates the gap in perception between educational journalists and classroom teachers, but also fails *to address the aspirations of teachers* – especially those in mid-career – for professional salaries. It seems that teachers have now largely resolved that 1985 must not be just yet another impoverishing year.

Future contractual responsibilities and their concomitant rewards will demand exhaustive analysis. In what other significant negotiations over pay and conditions in Britain has a blunderbuss-to-the-head element of deadlines been imposed? *The TES* is doing teachers no service by suggesting that we have to take Sir Keith seriously when he theatens to lock the cupboard on October 11. The Cabinet would never attempt such a ploy with coal miners or, say, hospital consultants: the Prime Minister would regard such *an approach as politically impossible.* Why with us?

It is only the teachers' reputation for a kind of unworldly shabby-gentility and an almost slavish conservatism, and, no doubt, your own history of giving somewhat prissy advice in leading articles, that allows a time-barred element to be introduced.

I expect negotiators from my professional association to tell the employers and Sir Keith that hour-glass coercion is unacceptable, that teachers simply will not countenance it and that persistence in applying it is bound to affect the voting behaviour of teachers in local and national elections.

RODERICK THOMSON
14 Dove Street
Shipley
West Yorkshire

Con-trick

Sir – The "take it or leave it" pay package put forward with the approval of Sir Keith Joseph has all the attributes of a con-trick. If he were selling it door to door, he would be sought by the police. To offer teachers a real pay cut *in return for being contractually* nailed to the floor for doing what 99 per cent have been doing for years (until K. J.'s appalling lack of tact and inept timing throughout this dispute lost the goodwill of teachers) makes one think that either he is stupid or he thinks we are.

The offer of the final instalment on March 31 adds insult to injury. It is fallacious to say that by the end of a given year one's salary is X per cent greater than at the beginning; what matters is by what percentage one's income over that year exceeds that of the preceding year – and let us not forget that the relevant inflation year for this dispute is April 1984 to March 1985, not later, lower figures.

The idea of all those duties becoming contractual just might have more validity if like most contracts it was a two-way affair rather than the one-sided mockery on offer. How about a commitment from l.e.a.s for supply teachers after the first day of "in-school" cover? Or a contractual right for in-service training such as one sabbatical term in 10 or year in 12? Or more resources (teachers) for dealing with the increasing number of disruptive children in all levels of schooling in the absence of more Dickensian sanctions?

Notice also the way in which the package attempts to divide and rule in the time-honoured fashion. Under the guise of spending pots of money promoting teachers, all the old sores of inequality in the staffroom will be re-awakened. As a headteacher, I would personally benefit more than most from the package, but I have always believed in a united profession. It may sound like Utopia, but Sir Keith does not seem to think it worth striving for. Verdict – "must do better".

PATRICK NETHERCOT
2 Chantry Close
Chapelgarth West
Sunderland

Substantial rise

Sir – By my estimation the current pay offer is well worth consideration, certainly for those on the top of scales – that means one-third of Scale 1 staff, half of those on Scale 2, and even higher proportions of those on Scales 3 and 4 (*TES*, September 13).

I calculate that the salary of a teacher on the top of Scale 4 would increase as follows:

☐ Current pay: £12,363
☐ Pay by November 1, 5 per cent plus 1 per cent: £13,104
☐ Increment from March 31: £13,740
☐ September '86 increment on new scale: £14,199. (Note this does not take into account any rise from April '86.)

On this basis the rise from April '85 to September '86 is the equivalent of 14.85 per cent.

M N EGRABER
20 Beech Road
Liverpool

Mr Boffin

Unacceptable offer

Sir – Your September 20 editorial, not for the first time in the current pay dispute, urges teachers to accept a quite unfair settlement. Only following the Top People's salary rises did you support the teachers' case.

Since then nothing has radically changed so why should the teachers accept the latest offer? It also seems strange that *The TES* should urge acceptance.

You fail to emphasize that for a great number of staff stuck at the top of Scales 2 and 3 the rise offered amounts to about 9.5 per cent eventually, for example, the salary at the top of Scale 2 rises from £9,597 to £10,509. This is only slightly above *average* earnings this year, and only 2.5 per cent above inflation – hardly a great catching – up exercise.

For this teachers must sign a contract to do things they normally do anyway – so why the need for such a contract? Its only purpose can be to prevent teachers withdrawing goodwill in future pay campaigns, and although we would all hope that such action would be unnecessary in future years the evidence suggests otherwise.

In the years following both Houghton and Clegg employers did not offer rises compatible with other professions, average wages or even inflation. This year, despite evidence that teachers' salaries had fallen behind, the offer was 4 per cent; and next year's offer is likely to be between 3 and 4 per cent. As teachers will be unable to withdraw goodwill next year if the new contract is accepted, most teachers will have received about 13.5 per cent over two years, or under 7 per cent per year. How can you recommend that such an offer is accepted?

I should also like to comment on your pay package special, which I had hoped would be objective. However, the four examples quoted were not at all representative of the majority of teachers, and were very optimistic. Mr Boffin's salary may rise from £6,975 to £10,509 but it will take 10 years. before the restructuring he would receive *£9,597 after 10 years, so the increase in* maximum salary is only 9.5 per cent. As he has only just been made a Scale 2 he certainly won't go onto senior teacher grade in the foreseeable future.

In example 4, Ms Young will have to teach 11 years to reach the maximum. Mr Block (example 3) is more representative, but inevitably you take an optimistic view of his promotion chances. In my school the ratio of one senior teacher grade for every two staff on teacher grade would simply mean that only those on Scale 3 would become senior teachers, In the same example it is stated that Mr Block's pay goes up 6 per cent to £10,173 and is then "boosted to £10,518", that is £345 before deductions – hardly a substantial boost.

Example 1 was a Group 14 headship. How many teachers are in *that situation? It is quite clear that* the present offer is unacceptable. It is unacceptable, that teachers simply will not countenance it and that persistence in applying it is bound to affect the voting behaviour of teachers in local and national elections.

RODERICK THOMSON
14 Dove Street
Shipley
West Yorkshire

News bulletins

Sir – Sir Keith Joseph and certain Fleet Street editors would like to convince the general public that teachers in the schools are not well informed about the pgress or otherwise of the talks in the Burnham Committee. The opposite is the case: teachers are very well informed. Sir Keith and others show a complete lack of understanding of how the teacher unions operate.

Communication is the name of the *game in teacher politics. As talks in* Burnham proceed there is a recorded message about the state of play at my union headquarters and any member can phone in and find out what is happening. Within hours of the Burnham meeting ending a report is on its way to every school in the land for notice-board display.

The following day a full report of the Burnham meeting is in the post to every branch secretary for use in newsletters to members and at meetings. Within days of the Burnham meeting I receive a verbatim report of the meeting for use with members locally.

Most schools have a notice-board divided into four sections so that each union can display information to members.

Come off it, Sir Keith and others – the teachers know what's happening in Burnham. They have never been better informed.

P G MORRIS
31 Signhill Avenue
Cleethorpes
South Humberside

Mr Sums' total

Sir – I enjoyed the cartoons accompanying the report on the new salary proposals, (*TES*, September 20). May I add Example Five.

Mr Sums is a good honours graduate *in mathematics with two years' industr*ial experience in computing currently doing a PGCE. Under the old system he would start on Scale 1, point 7 at £6,975. Promoted to Scale 2, he would be earning £8,886 in his sixth year of teaching. Under the new "increased" system he would start on the entry grade on £7,035. After six years he would be on the teacher grade earning £8,844. He has been offered 0 per cent.

In St Albans the cheapest two-bedroom property costs £40,000.

A J F RILEY
2 Abbey Mill Lane
St Albans
Herts

Hurting ourselves

Sir – The likely escalation of strikes and sanctions at schools prompts me to write about their effectiveness.

The determination of teacher unions, long thought to be toothless, has been impressive. The obduracy of Sir Keith Joseph has been decisive. Heads and schools are whirled about in the consequent maelstrom.

Union members have every right to engage in industrial action, but I appeal to teachers and their industrial leaders to consider carefully discontinuing one sanction which seems to be utterly ineffective – the withdrawal of goodwill in organizing school activities.

There is no effective useful pressure on employer or government when teachers withdraw from extra-curriculum activities which are part of their lives. What possible benefit accrues if a boy or girl cannot play rugby or soccer or hockey for the school or play a violin concert? Sir Keith will show polite unease and the employers will smile all the way to their banks as they ponder their savings in expenses, hirings and uso of buildings. The only sufferers will be the teachers, the children and the schools deprived of yet another prop to unity and morale.

A B DANIEL
Headmaster
Gowerton School
Cecil Road
Gowerton
Swansea

Letters for publication should be kept as brief as possible and typed on one side of the paper only. The Editor reserves the right to cut or amend them.

Academic nutrition

Sir – The article on *Home Economics from 5–16*, HMSO (*TES*, September 20) is misleading in one important aspect. This is not a policy document, but a discussion document. Teachers are invited to send in their comments by December 31, which does not give much time. If teachers do not send in comments, the contents of this booklet will presumably become policy.

A large number of passionate letters were sent by home economics teachers when a wide and superficial approach was suggested for GCSE. It would be a pity if these teachers were put off writing in the present case. Many are likely to find the demands made in this document are happily updated on some nutrition matters, but that other demands (for example, that pupils aged 7–11 be taught the main nutrients in common foods) are relics of an older approach. Indeed, teachers are asked to teach about a "balanced diet", a concept shown in the NACNE report to be irrelevant in the present situation.

The amount of content is also startling when in the same issue you quote Dick West's plea for "parsimonious content". This huge content is in stark contrast to the section on skills which lists, without analysis, eight skills such as "observation", followed by unanalysed suggestions for activities.

I have restricted my comments to nutrition, but of course a much wider range of subject matter is included, such as textiles and social attitudes. Perhaps I have misunderstood the whole document, and the intention is merely to list content that could be mentioned in passing, or prefigured, via general activities, rather than making an attempt at understanding. That is why it is important for primary and secondary teachers to form their own *impressions and write in about their* own reactions.

They will try to put together phrases like "making judgements based on reasonable consideration of evidence" and the academic nutrition demands for primary schools:

IRENE FINCH
67a Wellwood Road
London E11

Check ingredients

Sir – While we home economics teachers welcome the publication of *Curriculum Matters 5, Home Economics from 5–16*, we must look carefully at its detail.

while the knowledge and concepts set out in Appendix A look backward to rote learning of facts.

Do other teachers, for example, really feel that all pupils should know the "main nutrients in familiar foods" by age 11? Are 11-year-olds capable of understanding such difficult concepts as protein? What is meant by the "main nutrients" – those present in the largest amount or those which are likely to be deficient in our diet today?

It is disappointing to find the term "balanced diet" being used in so authoritative a source, when two years ago the NACNE report stated that the term was confusing and unhelpful when used in nutrition education.

I hope that my colleagues will read the publication carefully, for there is much of value within its covers. But we must let our views be known by the end of December, if we are to suggest changes which will make a more realistic framework to our future teaching of this most valuable subject.

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LETTERS

Curious scheme

Sir – The Fiah Report on special educational provision in the inner London Education Authority is entitled "Educational Opportunities for All?" and the introductory section on basic principles forges the link between the process of integrating pupils who have disabilities or difficulties in learning and the other current equal opportunities initiatives in the areas of race, gender and class.

Yet a most curious scheme has just been proposed by the ILEA equal opportunities sub-committee (ILEA *Contact*, September 13) involving the creation of an initial 11 teachers and a subsequent 17, to work exclusively in special schools with pupils for whom English is a second language.

The aim is to "increase the language support in special schools to the level available in mainstream education". *The scheme would cost £321,000 in a* full year.

So the equal opportunities subcommittee would be putting new resources into segregated, rather than integrated, settings, without appearing to question why those pupils whose English is not fluent have been segregated in the first place and why special schools are not providing the necessary *special help.*

£321,000 is a great deal of money, particularly when we are constantly being told that it does not exist.

With a team of 28 teachers, a plan for supporting these children in mainstream settings could be worked out. The opportunity to appoint more black and ethnic minority teachers could still be taken.

It may well be that the children in question have a wide variety of problems, whose re-integration has significant implications for making changes within ordinary schools. But that is what equal opportunities is all about, a recognition that major change is required if the full range of diversity among children is to be valued and included within a single, non-discriminatory system of schooling.

PATRICIA POTTS
School of Education
Open University
Walton Hall
Milton Keynes
Buckinghamshire

Promoting the arts

Sir – The shift towards a more hard-hitting approach on the part of the Arts Council in order to secure more "investment in culture" can also be detected among those concerned with the arts in education. This was demonstrated at a recent conference sponsored by the UK section of the World Education Fellowship in collaboration with other organizations for the promotion of the arts in education.

There was a distinct change of mood *vis-a-vis the precarious position in* which the arts currently find themselves. Expressions of concern and anger were seen as insufficient. Even the most positive strategy of presenting reasoned arguments was considered inadequate.

As articulate a document as the Gulbenkian Report had only had limited impact. What was now needed was an action programme.

The arts in education must advertise their achievements, publicize instances of vigorous support of the arts and the effect of such initiatives, and generally go out into the community to bring about wider recognition of the importance of sustaining them and of making them accessible to everyone.

Nor is it just a matter of pointing to the intrinsic value of the arts in education and to the contribution they make to the quality of life, to perceptiveness and creativity in work as in leisure, and to better understanding in a multicultural society.

What is also called for in the current climate is to stress their economic value and to bring home to the powers that be that indeed "the arts are to Britain what the sun is to Spain".

KLAUS NEUBERG
on behalf of the Council of
The World Education Fellowship
36 Lake View
Edgware

"The arts are to Britain what the sun is to Spain"

Searching for better ways of measuring oral ability

Sir – I read with interest Roger Knight's comments on, and criticisms of, the English criteria for GCSE in the field of oral communication (*TES*, September 6). Such partial pictures of our current knowledge and practice in assessing oral communication are unfortunate and unhelpful. In particular, when describing what he called "the intractability of oral communication as one object of assessment", he failed to acknowledge, or indeed refer to, the detailed and innovatory work of the Assessment of Performance Unit in their oracy assessment at both junior and secondary level. For example, the APU introduced some interesting new exercises into the assessments which they conducted with youngsters. Again, and more notably, they demonstrated the feasibility of training groups of assessors to conduct reliable assessment of oral work performed by young people in which the assessor made no interventions.

Furthermore, although Mr Knight pointed out the fact that oral assessment has been a feature of CSE English examinations at 16-plus for some 20 years, and mentioned the growing use of the spoken word in English classrooms, he failed to point out the extent to which the two developments have gone hand-in-hand. Teachers adjusting to the need to make valid and reliable assessments for 16-plus examinations have become increasingly interested in developing the oral skills of their students to their utmost; the growing body of knowledge about the usefulness of the spoken word as an instrument of learning and self-reflection has quite rightly been assimilated by the same teachers and used in the secondary classroom accordingly.

The points which Mr Knight makes about the difficulty of assessing less formal discussion or conversation seem to me possibly to be more valid. The work of our grade criteria working party for English may go some way towards defining the things that teachers could note when assessing such discussions, but it would seem likely that many teachers will need further training if they are to move confidently into that area. Certainly we hope that the material currently being prepared for the INSET exercise for GCSE will be of assistance in creating further interest in both the benefits and problems of assessing oral communication, and facilitating open discussion of them.

What seems, however, to me the prime point is that oral communication is *important in all its forms* and because it is so important we must find some way to help teachers to assess pupils' ability and attainments in this field as in others and, furthermore, in a cost-effective way. The only way to do this is to try to improve those means at our disposal, not, as Roger Knight seems to suggest, to give up trying. If we give up, others will make less informed judgements and once again we will be in danger of failing our pupils and their teachers.

SIR WILFRED COCKCROFT
Chairman and Chief Executive
Secondary Examinations Council
Newcombe House
45 Notting Hill Gate
London W11

Reading age

Sir – In reply to Mr Geoff Bookbinder (*TES*, Letters, September 13) I should like to suggest that the comparison he made – of a reading age with an opinion poll – was precisely the point I was making in my article. A reading age is a rough estimate – indicating a general swing with "three or four points of error on either side" – or three or four months in the case of a reading age.

However, rough estimates do not always provide the necessary information needed in assessing a child's progress (in fact three or four months' margin of error is rather critical if the *test is being carried out every six* months – as it sometimes is, or if the child concerned has reading difficulties).

The resultant "age" gives fewer clues as to providing appropriate teaching experiences, or provides little diagnostic information on screening.

Rather than "cast an adverse reflection on the concept" the intention of the article was to lead teachers towards a deeper understanding of why and what was being tested rather than accepting a reading age as the magical indicator of success.

EM GODDARD-TAMB
Lecturer
Worcester College of HE

Domestic physics

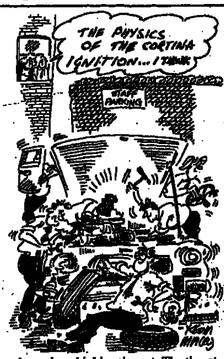
Sir – In his article "Long live sci-tech" (*TES*, September 20) Michael Williams attempts to dismiss physics in a couple of paragraphs. It is not that simple.

The notion that physics is now old fashioned, and has lost its place in the modern comprehensive school curriculum, is absurd. I would hope that any professional physicist teaching the subject would, as a priority, aim to draw out and emphasize the application of the subject in technology and industry.

Most important of all, however, are the hundreds of applications of physics that children see at home: Why is the kitchen kettle silver – coloured? Why is the ice box at the top of the fridge? *What else of use does the stereo need?* Because these are the ways that physics will affect most ordinary workers or unemployed people. Not everyone works in a scientific industry.

These uses of domestic physics are unlikely to become irrelevant for the foreseeable future.

Some physics syllabuses, including the one with which I have been associated, are based on this philosophy and are highly relevant. The threat to physics has more to do with the fact that it has sometimes been badly taught by non-specialists. It is instructive that, in the same issue of *The TES*, reference is made to an ILEA girls' comprehensive school which has dramatically increased the take-up of physics among its pupils by insisting that they be taught by a qualified physicist.



It is criminal that, in some places, the problems over physics are being covered up by pushing science staff into teaching watered-down mixtures of general science – the vogue term is integrated science – because you do not need a specialist to do this, and it is also possible to cut the pupils' science time to 20 per cent maximum of the timetable.

While Michael Williams can try to turn science into a humanity and mix in liberal amounts of politics, people and society, I shall continue to teach the second-hand car drivers of the future a little about the physics of the Cortina ignition system. And when, despite everything I have taught them, it still won't start, then perhaps some of my ex-pupils might recall that the reason it is so hard to push has something to do with inertia and a man called Newton.

ROBIN PARKER
Senior physics teacher
The Bedwell School
Stevenage
Herts

Lunchtime staffing

Sir – Your front page report (*TES*, August 30) has Mr Derek Sowell, director of education for Durham, suggesting that the present system of lunchtime supervision here, staffed by unqualified, part-time, supervisors, is to be preferred to one staffed by teachers. If this is his opinion the Durham County Association of Heads of Comprehensive Schools, which represents every secondary head in the county, wishes to be disassociated from it.

Additional lunchtime supervisors were first provided three years ago when the authority was in dispute with the teacher unions.

It is true that many a beleaguered head welcomed the additional help. Indeed, in some schools where the ladies are supported by the head-teacher and other members of the teaching staff, the system has worked fairly well.

But where it has, this has depended upon the presence of headteachers, their deputies and others whose pride in their schools and concern for their charges would not let them stand by and see chaos take over.

The members of this association have looked upon it, at best, as a temporary expedient while teachers as a whole were reluctant to help. They do not relish the thought of providing a viable presence throughout lunchtime every lunchtime into the indefinite future.

If, perhaps as part of a new salary package, teachers could be persuaded to accept a contractual obligation to supervise at lunchtimes in rotation, it would be infinitely preferable to us. Indeed, if this were to come about we would expect the Durham l.e.a. to be party to it.

A W HOWELLS
Honorary Secretary
Durham County Association
of Heads of Comprehensive Schools
King James I School
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Under-fives at school

JENNIFER MYERS

Those who hold views which fly in the face of all the evidence often seek to bamboozle the unwary and to gain acceptance for those views by the simple expedient of repeating them oft and long.

The Pre-school Playgroups Association (PPA) and the British Association for Early Childhood Education (BAECE) may be "leading organizations for the under-fives" (*TES* September 13) but they do the children they champion no favours by maintaining a blinkered view of child development and educational needs and by their unwillingness to consider what happens to children in the 11 years of education which follow their fifth birthday. Instead, they offer unsubstantiated opinions masqueradng as thoughtful contributions to the educational debate.

The emotive language about bedwetting, nightmares and the like is difficult to refute without properly researched findings to show that this happens only to younger children in any year-group, or at all to any substantial degree.

All the research findings Ealing Campaign for the Advancement of State Education (CASE) has been able to discover have led us to the view that, contrary to the wishes of the under-fives lobby, summer-born children are seriously disadvantaged by being prevented from receiving the same amount of education as older children in the same year-group.

I will make just a few comments on some of the points raised in your report of the PPA/BAECE joint statement.

Chronological age is not the only indicator of level of maturity and learning readiness and yet, apparently, all four-year-olds are susceptible to the "damaging effect . . . of full-time primary education".

Some children probably suffer from overtiredness and imaginery illnesses all their school lives. Should they therefore not be expected to go to school?

New experiences cause fatigue at any age, as anyone who has started a taxing new job will grant. Perhaps children are fatigued when they begin school at whatever age. Perhaps children are fatigued every time they start school after the summer holiday. Has anyone investigated?

Ideally pre-school experience would be available equally to all children. The PPA and BAECE do not argue that because pre-school provision is not made for all children it should be available to none. They would, however, deny primary school experience to all four-year-olds, no matter what their circumstances, on very dubious unproved grounds.

The use of year-groups is fundamental to the British education system. Only a single entry policy matches such a system and allows all children an equal length of first/infant school experience. If the l.e.a. operates any other policy, children are deprived of educational experience by the accident of birthdate. Any who have a birthday outside the autumn term period have one or two terms less schooling than the eldest in their year-group.

Summer-born children perform less well at school than their peers; an effect which has been observed right through to secondary age. The "too-young-for-school-at-four" advocates refuse to address this result of their advocacy. If it was evident that they propose a thorough reorganization of British methods, or that the year-group should be admitted when the youngest of them was five, then at least they would deserve to be taken seriously. We have been offered no reason to suppose that any thought whatever has been given to what lies in wait for children beyond the reception class.

Multi-intake policies mean disruption of classes. This disruption can, and often does, extend throughout the school and, where they exist, into nursery classes. Stable relationships (with adults and with their peers) and constancy of familiar routines are recognized as being very important in children's lives. One set of adults and friends in playgroup and/or nursery, followed by one teacher for a whole year for an entire year group without disruption to friendship groupings is only possible with a single-entry.

This must be infinitely preferable to the common situation of constantly shifting school populations in which the youngest have to join already established groups whose members are familiar with each other and the routines of the classroom, and who have acquired skills beyond the comprehension of the newcomers.

Where is the logic in saying that at 4 plus such children will be damaged by exposure to invigorating and maturing classroom activities in company with other children whose experiences are similar to, if not identical with, their own but then, less than a year later, expecting them to cope with social and educational situations which adults might find difficult?

Education for non-statutory age children should be welcomed wherever and whenever it occurs. It is unfortunately true that it is often left to pressure groups of many kinds to lobby for extensions to the funding and equipping of such initiatives. That should not lead us to the conclusion that we should refuse the provision until we are assured of optimum conditions for its operation.

The PPA and BAECE should perhaps consider whether, if primary education concerns them, they could join the rest of us in campaigning for more financo and resources in reception classes which, if they are as bad as those organizations seem to believe, must be dreadful places for all the children in them, four years old or five.

The totality of provision should meet the needs of its consumers as well as of the state for an educated populace, and represent fair and equitable educational opportunities for all its citizens. Parents are not obliged to use any of the extra-statutory provision for their children but that provision ought to be there for those who want it. Then there can be real choice, and flexibility.

A bibliography of the educational research findings on achievement and age of starting school is included in First School Admissions, *published by Ealing CASE and available from 151 Studland Road, Hanwell, London W7 3QY price 70 pence (including postage).*

Managing excellence

DAVID BELL

The TES is to be congratulated for initiating a debate on the criteria of good primary practice. However, there is a danger in making lists of what should go on in a good primary school. It can be positively misleading to suggest that a good school is one which simply provides X, Y and Z. It is necessary to place good practice in context and identify the key elements.

The central term is *management*. Nothing in a good primary school happens by accident. But management is not a sterile process involving hierarchies and line control. Rather, it should be seen as the careful organization of policies, participants, parents and resources.

Clear policy aims for every area of school life have to be formulated in consultation with the whole staff. Naturally, these have to be translated into day-to-day practices but clear, general aims ensure that school policy is not mere whim or fancy. This ensures a coordinated approach to teaching and learning and facilitates accountability.

Most good schools are characterized by high levels of staff involvement and motivation. The senior personnel of a school must ensure that each individual contributes to the fullest extent and that such a contribution is appreciated. School-based INSET will be important for staff development.

However, the management of pupils is equally important. In good primary schools pupils are keen, interested and active independent learners. This does not always result in brilliant work but it is usually work that reflects the best of pupils' abilities.

This has to be coupled with social relationships that are positive and rewarding. Pupils will be constantly praised and there must be a complex system of rewards so that performance is maintained. It is a fallacy to assume that pupils will achieve irrespective of what teachers say or do. Even the best independent learning takes place in a structured environment.

Then there is the management of parents. A good primary school will not stand on its dignity and refuse to allow parents to participate in the educational process. The nature of parental involvement varies from school to school. Sometimes it may be through regular consultation or through a PACT scheme.

Finally, the good school will manage its resources efficiently. New buildings and expensive equipment do not necessarily lead to good primary practice. Excellent work can be seen in a Victorian building as well as in a modern open plan area.

In some ways, the quality of the resources is the least important factor. Without the effective management of policies and people, resources will only make a marginal difference. However, where the other factors are present, a good school will have a flexible use of resources. Teachers will not be restricted to one area; teaching will take place anywhere and imaginative use will be made of the environment.

Put at its simplest, a school which is properly managed will tap all the talents of its participants and varied and flexible practices will follow as a matter of course. The management task is one for all teachers. When this is acknowledged at all levels in a school, good primary practice is more than likely to follow.

David Bell is deputy head of Powers Hall junior school, Witham, Essex.

Robot profiles

ALISON MITCHELL

The recent article by Iola Smith (*TES*, September 13) had a tantalizing title for the hard-pressed teacher "Micros may take over pupil profiling workload". It inspires a vision of teachers uttering sighs of relief as computers "master-mind" the assessment and reporting of achievements.

Few would deny that the increasing popularity of profiled reports is placing additional demands on teachers and that computers should be able to take over the "clerical" work of recording and printing reports. However, it is open to debate whether or not it reduces teachers' workloads or, ultimately increases them if reports are to be at all worthwhile.

Before the advent of profiling, teachers could satisfy reporting requirements through term examinations. Now teachers are being challenged to look into their subjects and identify not only desirable knowledge but also skills associated with their particular subject. If a range of skills is to be reported then not only must they all appropriately assessed, they must also be taught.

In science, for example, most teachers would claim that skills involved in practical investigations are important and worthy of reporting but few currently teach towards such skills. This poses the question that if the skills recorded in a profile are not taught directly can they legitimately be included in a profile?

The availability of an efficient computer package can encourage teachers to leap to profiled reporting without careful analyses of what pupils can reasonably be expected to learn from their course. Once details are neatly printed by a computer they take on an objective pretension which can lead unwary recipients, employers, pupils, parents and even teachers to give the reports undeserved credibility. If inspection of the background to reports destroys that credibility then, as Susannah Kirkman suggests (*TES* September 20) profiled reports will be rejected by their intended audience.

Profiled reports are intended to improve communication and to provide a better picture of pupils' achievements. The constraints resulting from the design of computer packages, such as restrictions in length and number of descriptors in the profile can distort records of achievement. "Averaging" comments may be less informative than some individual phrases drawn from a course. Different departments may adopt the same descriptors such as "use graphs" or "handle information" which mean different things in different subjects but which nonetheless all come to look the same in a neat computer print-out. The report can be further confused by different departments using the same comments for different levels of achievement.

In Scotland we have been looking at the use of micro computer packages for classroom *reporting* and profiling in the project "School-based assessment using item banking". We have looked closely at the implications of computers for assessment through a range of case studies using computer packages called SCRIBE AND SCOPE. The message is clear: computers can help teachers organize assessments, can show teachers new and exciting possibilities, can support innovation by teachers. However, effective use of the computer packages almost inevitably results in additional work for teachers.

In our case studies most teachers were willing to use the packages with all the extra work involved because they solved problems in their own assessment plans. Teachers' efforts were rewarded by improved communication and heightened awareness of strengths and weaknesses in their own teaching and in their pupils.

Not all teachers interested in using computers for assessment have an adequate grounding in assessment techniques. Successful use of computers requires that teachers are given support in both developing appropriate assessments and in using computers. Without such support, computerized profiled reporting may provide no more than a glossy front to inadequate assessment.

Alison Mitchell was director of the School-based assessment using item banking *project and is at Jordanhill College of Education, Southbrae Drive, Glasgow. Details of the project, where items of other projects shall report can be obtained.*

Feeling the width and the quality

New moves to reveal whether education spending provides value for money still have to find a way to account for the true worth of schools' work, Elizabeth Marley reports.

It may soon be possible to compare the performances of different education authorities in a far more precise way. Teachers could find themselves in a better position to compare their working conditions and parents, ratepayers and others could be in for a much better picture of the value for money provided by their education service.

For more than 100 years the Chartered Institute of Public Finance and Accountancy (CIPFA) has published comparative statistics on local education authorities. These already include estimates of pupil-teacher ratios and spending per child which give some indications of the differences between authorities. But the statistics used often bear little resemblance to the reality of the classroom.

Primary school pupil-teacher ratios of about 20:1 are not uncommon in authorities which have class sizes of more than 30 because heads and advisory teachers are included in the totals. It is not always clear what the amount spent per child is actually spent on and little is published at the moment to show the educational results of such expenditure.

But now there are moves afoot to create new bases for comparison. A CIPFA research group expects to publish by the end of the year a new list of indicators to highlight key areas of local education authority performance.

These indicators will provide a framework upon which an authority can assess itself and report back annually to its community.

"We want to give l.e.a.s the right things to look at and we want to get them all looking at the same things," says Tom Hinds, chairman of the CIPFA research group and second deputy chief education officer in Cambridgeshire.

"People are going to make comparisons and judgements anyhow. The indicators will point them in a sensible direction."

The Government has increasingly emphasized value for money and greater public accountability for local authority spending in recent years. The 1982 Local Government Finance Act gave the Audit Commission responsibility for ensuring that ratepayers' money is spent in the "most efficient, effective and economic way" while the Local Government Planning and Land Act introduced the idea of performance indicators and a code of practice for the publication of annual reports.

The £12-billion-a-year education budget represents about two-thirds of what town and County halls spend. The research group looking for better performance indicators in education includes representatives from l.e.a.s, the Audit Commission, the Department of Education and Science and the National Foundation for Educational Research.

So far, it has come up with seven indicators. These cover some of the main inputs:

- The pupil-teacher ratio provided in each l.e.a. budget, along with the average class size and the number of teachers on secondment for a term or more;
- The gross cost per pupil and costs per pupil for teaching and non-teaching staff, books, supplies and services;
- The occupancy of schools, an indicator that relates number-on-roll to physical space, compares the ratio with DES standards and shows the proportion of temporary, prefabricated and permanent accommodation;

They also look at some aspects of performance:

- The number of appeals arising from admissions policies, a measure of parental satisfaction with school allocation;
- Examination results showing the number of pupils with A level, O level and CSE passes;
- Statistics showing the percentage of 16-year-olds entering post-compulsory schooling, full-time further education, employment and the Youth Training Scheme.

These indicators are intended to provide a common denominator so that one authority can be compared with the next. But they are not meant to set up standards to which authorities must conform.

"The indicators do not constitute a fixed rightness like the ideal cricket bat against which I can measure my own bat and conclude: it's too wide and a bad bat so scrap it," says Tom Hinds. But they would highlight the best practices, provoke comparisons and lead to a cross-fertilization of ideas.

The seven indicators nominated by the research group so far, however, are not thought to reflect the whole performance of education in sufficient breadth. Nor do they acknowledge the wide social and geographical differences between authorities.

Disparities between authorities can affect both spending and results. To provide a basis for comparing like with like, some measure of the social and economic profile of each authority has to be found. The percentage of pupils on free school meals was considered, but free meals policies now vary considerably from authority to authority.

The group hopes to derive a better indicator from Department of Education and Science work on the effect of social and economic background factors on examination performance. This took into account the numbers of children born outside the UK or in immigrant families; parents who are semi-skilled or unskilled; overcrowding and households lacking basic amenities like bathrooms; one-parent families, large families and those living on supplementary benefit; unemployment and infant mortality.

The group is also wrestling with the problem of finding indicators for the quality of education. Some of the most important educational achievements are proving to be the least quantifiable.

"Every member of the group has a different concept of quality and of what value for money means," says John Hughes, secretary to the research group.

To the Audit Commission, value for money means efficiency, effectiveness and economy in spending, and its members are looking for markers which will help auditors evaluate management practice. To others, value for money means good quality – a much more subjective territory and a difficult one to chart with succinct indicators.

The immediate task is to refine some 30-odd suggestions down to two or three indicators of quality, amplified perhaps by an appendix. Ideas for indicators of quality include:

- Non-academic achievements – musical, dramatic and sporting activities, listing perhaps the numbers of school clubs and societies;
- Teacher satisfaction and staff turnover – the percentage of teachers leaving the authority or the profession and the level of teacher absence.

It may also be possible to use the judgements of HM Inspectors by deriving indicators from their annual expenditure surveys or from their reports.

"Quality can really only be measured at school level," says Tom Hinds. "To be fully effective indicators must be developed for individual schools and colleges."

This is beyond the authority-level brief of the research group. But the indicators could trigger a reaction in schools and colleges.

"If the l.e.a. is prepared to express judgements and invite questions about itself, then it is much more reasonable for the l.e.a. to ask the schools to make judgements about themselves; to ask governors to make judgements about the schools; to ask teachers to make judgements about themselves. If you can set that kind of model then it becomes less necessary for x to impose a judgement on y," says Tom Hinds.

Illustration by Alan Curtis

Feeding the book hungry

An unusual bookshop is stimulating and satisfying children's appetites.

Ring the door bell of the end-of-terrace house at 58 Tooting Bec Road, London SW17, and you are welcomed to one of the most comprehensive collections of children's books in the country. The individual touch of Judy Hall's Bookspread is carefully contrived: Bookspread began in Judy's front room and when her fledgling business needed new premises, she [illegible] another front room in order to keep the friendly atmosphere.

As a mother of young children, and a junior school teacher, Judy was looking for good children's books and was not impressed by the display at the local shops or library. She approached publishers and began stocking a number of books she considered well-written and unusual that she could sell to parents, children and teachers in the area. Within three years her clientele had grown to such an extent that she gave up teaching to concentrate on her enterprise.

That was four years ago, when Bookspread moved to its current site, and Judy was joined by Pat Layzells, an ex-nursery school teacher. Between them they vet every children's book in print and provide a service selling and offering advice on books.

"We have all the usual favourites," explains Judy, "But we also make a point of including books with multi-racial appeal, and stories that show Dad looking after the children. Then there are books to familiarize children with particular occasions, like visiting the dentist, or to help them understand difficult circumstances such as a death in the family."

The personal attention to callers has remained an important part of Bookspread. Pat tells of a father dropping in one Christmas Eve looking for an emergency present for his seven-year-old son: "He admitted he didn't know much about books but rejected all the ones I suggested. Then he spotted *The Robot*, a pop-up book, but jibbed at [illegible]

"I bet him that the other expensive Action Man-type presents would be discarded by Boxing Day but *The Robot* would have become a favourite. Come New Year, he was back saying how right I was and what else had we got!"

Bookspread's mobile book service applies the same principle to providing books for schools. "A teacher asks us for a selection suitable for, say, a mixed-race class of six-year-olds in Peckham, so we pack up a box or two for them to choose from on a sale-or-return basis," explains Judy. "We take the books ourselves so we can discuss them. Normally teachers have to select from catalogues and they are delighted to see the actual books."

Judy and Pat try as many ways as possible to encourage children to be interested in reading. They set up stalls in schools and arrange for authors and well-known personalities to visit. Floella Benjamin, of BBC's *Play School*, has been very supportive, as has Robert Leeson, author of the *Grange Hill* books and television series. "After reading a Grange Hill book, children move on to other Leeson books, and once their interest has been sparked off, there's no stopping them," says Judy. "Many children are book hungry because the books just aren't easily available to them. Or they equate books with being forced to read boring stuff at school. We try to show them that books can be entertaining and interesting, both at school and at home."

Visits to mother-and-toddler groups highlighted something Pat had long been concerned about: "A generation of women who were not read to as children are now becoming mothers themselves but they don't know how to go about reading or telling stories to their own children." To help overcome this, a back room of the house (now occupied to bursting point by Bookspread) was converted to a playroom. Parents are invited, for a small fee, to bring their pre-school children to a singing, story-telling, finger games session, skilfully led by Jenny Ellis, who encourages full audience participation. So popular did these gatherings prove to be that now all sorts of term-time and holiday events are held, from Teddybears' Workshop (bring your own Teddy), to chess, and a time for handicapped children and others with special needs.

All the events are run by qualified teachers, who must be paid the going rate. "We do pay our staff as well as we can and we aim to pay ourselves a realistic salary," says Judy. "But having said that, we do have a lot of support from volunteer helpers. We also receive grants from the GLC and the Greater London Arts Association, amongst others, but the future is always rather uncertain. We do need to expand our stock so we can always meet demand but the activities side is a big financial drain for the bookshop. At the moment we are trying to establish charity status for the activities, calling it the "Children's Discovery Centre", and we hope the big store groups and organisations concerned with children will back us. If that works out, both elements of Bookspread could prosper."

Meanwhile, another ring at the door bell.

Telex: 666514

Sarah Farley

FEATURES

Supporting the home team

Hazel Shaw looks at an 'exemplary' pre-school home teaching scheme for the handicapped that is about to receive a million pound boost.

Four in every thousand pre-school children suffer severe learning difficulties because they are born with such serious handicaps as Down's Syndrome, epilepsy and cerebral palsy. Add to these, the children with "moderate learning difficulties" such as poor language development, and it becomes clear that 5 to 6 per cent of the under-fives are in need of special help.

In recognition of this, the Department of Education and Science is offering £1.2 million next year to encourage home teaching schemes for handicapped pre-school children called Portage schemes (the name is taken from a scheme set up in 1969 in Portage, Wisconsin).

Authorities may apply for an allowance of up to £28,000 a year for three years under the Educational Support Grant procedures.

To the mother of a severely handicapped toddler these weekly visits of a home tutor can mean the difference between hell and survival:

> Ryan, my son is just three-and-a-half. He has spent the greater part of his life in hospital and he can't yet walk or behave like other children of his age because he suffers from hydrocephalus [water on the brain]. I became very frustrated because he started throwing his food about instead of putting it in his mouth. The home tutor suggested trying to get him to lift a brick and put it into a bucket, and this worked, because the brick was too heavy for him to throw, you see.
>
> Then, I tried him with a sandwich; first placing it in his hand and then just as I felt him stiffening up to throw it, I held the hand firmly and put it to his mouth before carrying on feeding him in the usual way. We carried on like this for several weeks until one day when I put his hand to his mouth he didn't push it away . . .

The home tutor who might be a professional nurse, social worker, qualified teacher or voluntary helper, works with the parent to isolate the problems, and design a curriculum to meet the individual child's needs.

The tutor may demonstrate while the mother observes, and will then instruct her on the programme to be followed during the week ahead. The pattern of teaching is carefully structured with a monitoring system built into it.

The mother is given a chart and asked to record daily exercises and achievements. The tutor reports back to her supervisor (usually a psychologist) and other staff (who may include a number of therapists who also have contact with the child) at a weekly staff meeting.

The supervisor, in turn, reports on progress to a management team made up of representatives of health, education and social services as well as parents. This constant monitoring is considered to be vital to the scheme.

Most parents seem to be full of praise for it. They like having help in their own environment, the personal attention, and the fact that the child's progress is not compared to others.

The Portage model was one of a tiny number selected from several hundred "Headstart" projects recommended by the Federal Bureau for the Mentally Handicapped in the United States as "an exemplary service for handicapped pre-schoolers".

Portage schemes were first introduced to this country through a pilot scheme in Winchester in 1976. There are now about 150 schemes nationwide. "The idea that parents could usefully teach their own children had rarely occurred to anyone before Portage. Children used to be removed from their parents and placed in clinical units or hospitals," says Robert Cameron, a psychologist at Southampton University who has been closely involved with Portage since 1976.

"I think one of the great things about the scheme is the cooperation between members of the different agencies. It doesn't seem to matter whether they are nurses, social workers, therapists or voluntary workers, there is a wonderful team effort on behalf of the children and parents."

All staff are required to undergo a concentrated three-day induction training which is then backed up by a whole term's careful observation and practice of home teaching. Many parents of handicapped children have themselves become excellent teachers – they can often be of great comfort to young parents with a handicapped baby.

A small proportion of parents refuse the scheme for a variety of reasons. Often there are serious marital problems, depression, or a poor environment and it is felt that in such cases it may be better for the child to have help elsewhere.

Many parents involved in the Portage scheme also take their children to "Opportunity Groups" which provide semi-structured activities for pre-school children with learning difficulties. The groups are small, and run in cheerful, informal units, which allow the mothers some respite from the daily routine. There is also the chance to meet other parents of handicapped children.

Many of the Opportunity Groups and Portage schemes are run on a shoe-string; depending on voluntary help, fund raising and the generosity of local health, education and social service departments.

Portage schemes have been the subject of detailed evaluation by psychologists who have measured the number of home visits made, rates of individual attainment of learning activities and task achievement. Very few parents drop out and 90 per cent of the children end up achieving the goals set for them by the programme.

Clearly the Portage scheme has impressed the DES. Sir Keith Joseph recently commended its "multi-professional approach". He said, "Against a long history of separate responsibility, developing such cooperation is hard."

The hope now is that the £1.2 million grant will enable 35 more schemes to be set up, providing at least one in every county. Some professionals fear, however, that local authorities may not apply for grants because they are worried about having to take over schemes once the funding is over.

Robert Cameron is encouraged by Sir Keith's support but feels some education committees may not appreciate that Portage is not only valuable educationally, but also gives exceptional value for money.

"I have the sinking feeling that if some of those responsible were given £1 million tomorrow, they would spend it on school-like buildings, and take the children away from their parents and do things to them behind locked doors. Many people pay lip service to education in the home with parents, but what actually happens is that folk return to the old familiar solutions; something that looks like a school with walls and windows and teachers inside it."

Photograph by Jocelyn Pearson

Portage introduced the idea that well supported parents can teach their own children.

The general secretary of the National Portage and Home Teaching Association is Molly White, King Alfred's College, Sparkford Road, Winchester, Hants SO22 4NR.

Best of a non-job

Graham Tayar looks at attempts to make the most of youth unemployment

There isn't anything obviously uplifting or satisfying about unemployment. At best it is a burden to be borne grudgingly and at worst an intensely demoralizing process which drives many young people towards inertia and sometimes to petty crime and even total despair. No tutor or parent in their right mind would advocate it to teenagers as a career.

But the surprising conclusion of the BBC School Radio series, *Using Unemployment*, is that some young people at least may be much better off after a period without a job. For the first and possibly last time in their lives until retirement, they have a chance to think about their future, to learn new skills, discover unexpected strengths in themselves and to actually enjoy something they want to do and have chosen, rather than be stuck in a lifetime job which may be dull, repetitive and pointless.

The trick is to find ways of using periods of unemployment productively and creatively. All over the country new initiatives are emerging which enable them to do just that.

We did not start out with such a view in mind. But as I researched in the West Midlands and North-east, where many established industries have disappeared almost without trace, I met young people who are totally sceptical about what the world of employment has to offer them. And knowing that the youth unemployment rate can be as high as 50 per cent, it was clear to them that no amount of good intent and encouragement could conjure up jobs out of the void.

To prepare students for this, one needed to present unemployment as a reality which some of them were bound to face for shorter or longer periods.

So preparing for unemployment is now a compulsory part of all YTS schemes and *Using Unemployment* is an attempt to help by finding examples of good practice. We discovered these exist all over the country but very often in low profile.

There were private enterprise schemes like Instant Muscle, a registered charity started and run by Peter Raynes, a former businessman, whose unemployed teenage son and friends needed jobs. Raynes started them off in their own small business.

He and his network of colleagues now advise and support schemes all over the country. They help to create and guide projects in which teenagers learn the managerial skills necessary to transform their craft abilities into proper enterprises, respectable and eventually tax paying.

We found a cluster of such small-scale craft schemes on a great open-plan floor of a disused mill in Wigan advised by Wilf Callaghan, a builder trained in six crafts forced out of work by ill-health. He is the crucial factor which makes the projects work, though while Wilf still provides the back-stage guidance, the young people take their own decisions and are ready to take over.

They say, "Without Wilf we never could have done it." Wilf says, very simply, "They're great." And they are now, though they began with no more drive and sense of direction than any other group of unemployed. It was the alliance between motivated, skilled adults – who were not seen as behaving like teachers or parents – and enthusiastic, hard-working young people that made for success.

The Hammersmith Unemployment Festival, spun off from an ILEA-backed unemployment project, was partly invented to draw attention to it. Both provide workshops with skills – training for jobs, personal development and creative activities.

But the festival is much more than that. It's a multiracial affirmation that life even on the dole can and should be fulfilling and fun. The festival has music, sports, parties, dances and an enormous number of competitions including photography, pets, painting, performing talents and three kinds of dancing.

In Hartlepool there are studios for local unemployed groups hoping to produce chart-busters, South Manchester Community College at Fielden Park is much more open than the Open University. Locals can start any time, at any level, for no fee and follow virtually any course of study they want.

There are volunteers everywhere. The retired help out by passing on the skills of a lifetime. Young people do jobs for old people, learn new trades, build museums, talk to the lonely, make tea and turn their hands to whatever the community needs.

All over the country we encountered recording studios, oral history projects, computer courses, guidelines on small businesses, building co-operatives, innumerable skill centres and many in-out enterprise bonding schemes.

At the Middlesbrough branch of Impasse, two unemployed brothers are building a catamaran in which they hope to go around the world. It was all very heartening and a positive antidote to the deep gloom I felt after the innumerable stories that reporter Chris Serle and I had heard of out-of-work youngsters staying in bed because there was nothing to get up for.

It would be disingenuous to imply that all is well. Mass unemployment inevitably breeds mass gloom and the general economic prospects are not very promising. But there is, nevertheless, a growing, if thinly-spread undercurrent of optimism, resolution and achievement among some young unemployed. It does not yet flow fast or strongly enough, nor does it get the publicity it deserves.

But in our post-industrial society, complete with structural unemployment and the need for continual re-training, there will never again be jobs for everybody. We are all of us likely to go through some periods of unemployment.

The remedy of how to use these properly is in the hands of the unemployed themselves. Some are already setting an example to prove that with help, advice and access to funds, their energy and talents can still be positively channelled in ways that may yet surprise us all. For many this may be more satisfying than being thrown into a lifetime of unsatisfying work in a traditional industry.

Using Unemployment was produced by Graham Tayar, transmitted on Radio 4 and is now available on cassettes. Further details and free tutors notes are available from him at Using Unemployment, BBC, Broadcasting House, London W1A 1AA. Please enclose an s.a.e.

FEATURES

With love and rigour

The Eveline Lowe school in South London is opening doors to children from deprived backgrounds. But headteacher Wendla Kernig resents attempts by politicians to influence the way the school goes about this.

Just off the Old Kent Road, in an area of South London known for its poor housing and "problem" families, there is a patch of wild land whose brambles last year yielded up enough blackberries to make 100 lb of jam. The bushes, hillocks, trees and wild places are a haven for inner city children who delight in building dens and swinging from ropes. In odd corners, though, a clue to its owners is found where neat tomato plants grow alongside cabbage plants or a collection of measuring instruments has been left alongside the beginnings of a pond.

Though the land is rented from Lambeth council by the Eveline Lowe Primary School, the gate to it is always open so that trespassers need not scale the walls. They can walk straight in and enjoy the wildlife as Wendla Kernig, Eveline Lowe's head, hopes they will. And if this means that the odd piece of junk or rubbish is dumped, the children or the staff of the school can always pick it up.

Eveline Lowe was originally London's first first school. When policies changed the modern part of it became the nursery and infant school and the juniors found a home in the old school building across the road next to the land. The school has only one rule: no physical violence. It has no bells, no break times, no register taking, no library, no staffroom, no reading scheme – not even the colour coding often used as an alternative.

Open plan areas are divided between teams of three: a male and a female teacher and an aide – with little distinction made between them. The children have the same teacher for at least three years with the little ones coming from the nursery singly to join their elders. And books are everywhere – in the teaching areas, in the corridors, in the rooms where parents, staff and children mingle.

A visitor to Eveline Lowe only has to look hesitant for someone – parent, teacher or child – to stop and offer help. As you walk around you do not hear raised voices from either staff or children and the children are noticeably polite.

The children are taught above all to be responsible for their own learning and discipline. On the second floor of the old building children were sitting at tables in odd corners of the rooms and corridors quietly getting on with their own, very different, pieces of work.

The nearest thing to a "lesson" was in one room where the teacher was giving two girls some sex education with the help of one of the latest anatomical pop-up books. A boy painted away at a nearby table and two others made a model of the Old Kent Road during the blitz. When one of then approached the teacher with a problem of construction, the boy painting looked up with interest to note the answer. Otherwise, the children were too absorbed in what they were doing to talk to each other or form queues in front of the teacher.

In another room, three children were practising for the brass band while another lad did the same, sitting in the sun outside the fire escape door.

When talking of education, Wendla Kernig makes much of the word "rigour" – she does not believe there is enough of it around.

"We don't have the depth in education we need. If you look at the work children are doing in school, it is sad. There is no real probing, no lateral thinking – at least, not much. You can have as many worksheets as you like, but if the children are getting them right they shouldn't be doing them, and if they are not, the same goes."

Nor is she totally happy about the schools that are turning out beautifully executed pieces of drawing, painting and calligraphy.

"I sometimes feel that children are wasting as much time producing this kind of work as those using workbooks. Education is about getting children to think. The end product is important but not the most important thing. Of course they must at some point feel that they have the ability to produce things as beautifully as they want to, but this is not all there is to it".

She illustrates this with a story about a six-year-old who wanted to capture a bird's footprint. The child tried laying down painted paper outside, but the paint dried. She tried again but it flapped around frightening the birds. Then the rain came and washed the paint away. Next she tried camouflaging her paper and putting bait on it. She tried clay and sand. And finally, having gone through the various stages of thinking out the problem, she decided that a bird-table was the only way. At this point, the teacher stepped in and got her a bird-table and she finally acquired her bird print. Making the bird-table was not an important part of the process.

Likewise, when a child is carefully observing a nettle to make a drawing of it, it is not the drawing that is important but the questioning from the teacher as the child draws. Why does it have a square stem? Why is it hollow? Why does it droop in water?

While Wendla Kernig agrees that children must be given the techniques as and when they need them, she is equally concerned that the teachers have time to give each child as they were when a school was run as a series of workshops like Eveline Lowe.

Photograph by Janine Wiedel

Wendla Kernig (left): ILEA initiatives on racism and sexism are 'impudent'.

Wendla Kernig has stern things to say about much of the so-called informal schooling around. She thinks many are actually working very formally in an informal way. "They are all on a different page of the same book, but they say that is working at a child's own pace."

She feels that teachers are much to blame for children's lack of concentration by breaking the day up into pieces instead of letting a child develop his interests at his own pace.

"Children learn to work superficially because they know the bell is going to interrupt them and that they will have to stop what they are doing. They learn that to get deeply involved is dangerous.".

The Eveline Lowe has no remedial children and does not regard any of its pupils as "problem" children. Yet it takes in many who have already been suspended from nursery and infant schools. That sometimes makes for "a very hard slog" but Wendla is horrified at the thought that a child can be suspended at so young an age. She puts it down to the teachers' failure, not the child's. She feels that they have not looked at the child to see exactly where he is and to build on that.

Wendla introduced an 11-year-old who had been a non-reader for a long time. "I'm still not very good," he confesses. A seven-year-old who had recently become a choirboy at a local church on his own initiative and been baptized with Wendla as his godmother. "I was very naughty when I came here," he admitted with a grin. He was one of those suspended from nursery school.

As a non-reader herself until she was 11, Wendla Kernig believes that if you do not put pressure on a child to do certain things at a certain time they will learn.

She wants children to leave the school not just as good readers but "hooked on books". They also read music because music is an important part of school life.

The school tries to open as many doors as possible for the children: the choice whether uitimately to go through them is up to the child. But there is no stigma attached to not doing something very well. The important factor is to have a try but, it is stressed, we can't all be good at everything. It is this which makes the children accept and talk about their failings or shortcomings with such honesty and lack of embarrassment.

Parents play a vital part in school life. Parents and teachers' aides are welcome to join in-service courses alongside the staff and some have clearly been changed by their children's experience at school.

For other children – some of whom have parents in prison for drug pushing, prostitution and even murder – the school is the happy and caring family that they may lack. And they blossom in the security that this love gives them. There is an openness about relationships in the school which has nothing to do with calling staff by their first names.

This requires a special sort of teacher and not everyone would be prepared to work in this way. Applicants for teaching jobs are invited to spend a day at the school first where they come under the scrutiny of children, parents and staff. They have to want to work as part of a team, be prepared to develop and change as people and be excited at the prospect.

The school has not always had such a happy team. When Wendla Kernig took over 10 years ago, almost the entire staff left in protest at her way of working.

Now she is taking premature retirement at the end of this term. She feels that 10 years in a school is long enough if it is to go on evolving and changing with the times. She is also seriously concerned about the rival claims on a head's time that comes from the political climate.

As a head she has never attended head meetings, filled in forms or made sure that guidelines are followed. For her, people and being with the children in the school have always been most important. And, she believes, if a head is preoccupied with too many other distractions, the school suffers.

"Now for the first time in my life, the political pressures from government and the ILEA are so great that we are beginning to lose sight of what education is all about." She says of the recent ILEA initiatives on sexism and racism, "It's impudent of them to suggest that we are not aware of the diversities of race, colour and sex in school and that it is a part of everything you plan for.

"We have always been conclous of the needs of every child and placed particular emphasis on equal opportunities long before ILEA invented its initiatives."

She feels strongly that any prejudice is wrong, but is equally adamant that approached in the way the ILEA has approached it, those who are racist and sexist don't change, they just shut up.

Research, Wendla says, has proved that the way her school works is the right way. And she does believe that teachers should have both the theory and the practice to draw on if education is not to be a hit-or-miss affair.

"Any fool can sit in front of a blackboard and get the children to copy from it. But it is a wise person who knows what question to ask a child, who observes a child's eyes, hands, and face and knows when to intervene, who know what materials to bring in and when, when to bring in the right adult and when to push and when not."

GOOD PRIMARY PRACTICE

A second series highlighting schools that are commended as examples of good primary practice. Readers are invited to send their comments and thoughts on good practice (not more than 700 words) and to recommend schools to The Features Editor, the TES, Priory House, St John's Lane, London EC1M 4BX.

Review

Doubles: Studies in Literary History. By Karl Miller
Oxford University Press £19.50. 0 19 812841 X.

My first proper date was with a girl called Rita Marr. We went to the local picture house, a dump long ceded by the fleas to more exotic vermin. The film we saw was *The Man Who Haunted Himself*, what might be called a Roger Moore vehicle. Moore – post-Saint, pre-Bond – played a sober-suited, husbandly, very nearly saintly businessman who in the first reel is involved in a horrific car crash.

As the surgeons fight to save his life, a second blip appears momentarily on the vital signs monitor. Odd, but scarcely alarming until the recovered Mr Moore begins to be stalked by his second – decidedly Bondish – self, less than gentlemanly or husbandly, much given to drink, sexual misbehaviour and ferocious sports car revving. The end, which I won't spoil since it's bound to reappear at 11.45 some Saturday night, is appropriately noisy and final.

I'd obviously been paying some attention. For when the walk home took the inevitable adolescent turn, I was able to mutter lamely "I'm sorry, that wasn't me", shaking my slapped head as if grateful to be returned from thrall.

The Scots – and Karl Miller had the full impact of a Scottish education – are much taken with doubles and dualities. Pairs and wraiths, shadow selves, true and false, good and evil, people Scottish literature and thought all the way from James Hogg's mysterious *Justified Sinner* to, in another time and literary realm, Glaswegian R D Laing's *The Divided Self*.

There have been books about literary doubles before though most of them demanded a wade through thick psychoanalytic or structuralist porridge. Professor Miller's *Doubles* (he admits to one or two of his own) is much more promisingly aimed not just at the imaginative use of second and subsequent selves but at the far more productive notion that the double is emblematic of the imagination itself.

This is a Romantic notion and Professor Miller is at one with the Romantics, who saw all things, as they prepared for the flood of modernity, coming in twos. The ancient world had looked to unity, the neo-classicists to unity-in-diversity; the modern world, following Romanticism (and Darwin) was stuck with a fast-breeding diversity: polysemy, polyvalence, polymorphous perversity. It was the surest lack in Marxism that it could not sufficiently shake free of its time to think in oppositions greater than two, Capital and Labour, bourgeoisie and proletariat. Even the arch modern classicist T S Eliot could not quite shake the soil of the romantic continent, his native America, from his feet before constructing his classically ordered Royalism-Anglicanism; Eliot had insisted on a rather Romantic separation of "the man that suffers" and "the mind that creates", and, in denying his works the longer nurture of "parental" care, had sent them out into the world the very embodiment of Professor Miller's Romantic myth: as orphans. Doubling is seen as the essence of modern imagination and authorship, an extension of Eliot's "dissociation", Empson's "ambiguity", Derrida's "deconstruction", rather than merely as part of the apparatus of the unconscious.

Proud had allowed the priority of the poets in the discovery of the secret self and though psychoanalysis stood rather on its dignity as a natural science, Freud's followers eased back into the kind of "poetic", "mythic" thinking about double and multiple selves that the bourgeois Founding Father had tried to play down.

Psychoanalysis stayed mythic. Its central episode was the son who fled the family home, to first confront a half-human figure that riddled him about the shape of humanity, then to meet and murder his father at a forking of the ways and to enter his mother's bed as son and lover. With Calvin behind and England, mother and mistress, below, the myth of Oedipus was a handy one for the Scots. It permits the fullest run through guilt, sin and liberty, conscious and unconscious.

Professor Miller begins with the Scots: the nightmarish stories of the Justified Sinner, haunted by twins and devils, and of Jekyll and Hyde – one man or two? good versus evil? or: the human compromise versus the unfettered imagination? A less obvious example is that of Walter Scott. Scott was a perfect example of a classic (or Tory) separation of the mind that creates and the man that spends the royalties. His secret self – "The Great Unknown" – meant he could pay his debts and indulge the Jacobite in himself at the same time. William Sharp was perhaps the oddest of the Scottish cache of pseudonyms, known to the world as the retiring Highland poetess "Fiona McLeod". In the same way, the Lowlander Christopher Grieve became the teuchtar "Hugh MacDiarmid" whose literary friend Leslie Mitchell – "Lewis Grassic Gibbon" – once went as far as literary collaboration with his own pseudonym.

Though it is curious that he should have bypassed Lawrence, an Oedipal son-and-lover and the archetypal divided man, Professor Miller ranges over a staggering vista of 19th century and contemporary literature. This is clearly a book that represents the culmination of a long obsession. There is too much in it, all of it good. As well as the Scots, Miller examines Keats, Melville, Poe, Dostoevsky, Frost, Lowell, Plath, Dickens, Henry James and Edith Wharton. In Oscar Wilde he discusses a hero whose second self is a portrait that has taken on all the subject's ills, even, worst of all, old age. Yet in the end, as in Hogg and Stevenson, the world has its revenge on art. And there is Conrad, whose stories pose as art, full of second selves, secret sharers and flights from the familiar, familial world.

It is with the late 20th century that these flights become extreme. Norman Mailer becomes the spirit companion of the astronauts, of Marilyn Monroe, who soar high; of Jack Abbott and Gary Gilmore, murderers who sink as low as anything in Dostoevsky, but yet hold visions as powerful as any writer's. It is Abbott, ironically, who gives the most articulate version of the shift of doubling in the contemporary imagination: "the last vestiges of romanticism appear to us as paranoia."

That paranoia has become the single most important imaginative device of the last two or three decades. Saul Bellow's characters are haunted by other selves and yet dream of an anthroposophic immortality bought with the destruction of these doubles. Thomas Pynchon, not mentioned by Miller, makes paranoia his central metaphor. His career has been as secret as Scott's; he is our Great Unknown.

Miller's most daring literary instance is Martin Amis, a good example of a son shadow fighting the literary father. Amis's novels have been obsessed with doubles and with forgetting. And with money, title of his latest, best book, subject of its predecessor, *Success*. In *money*, the illiterate, drunken, suicidal John Self is actually confronted by a fictional "Martin Amis" over the question of a film script, a device Saul Bellow had used in the anthroposophic *Humboldt's Gift*.

Miller steps away from literature proper on a few telling occasions. (Clive James, unreliable memoirist, is one of them.) He examines the case of *Sybil* (not the Disraeli novel, though it might have been) but an account of one Sybil Dorsett's multiple selves, still an important psychiatric case. He looks at his friend, the Anglo-Indian clarinettist Sandy Brown (known to fans as McJazz) who was haunted by Al Babb (Ali Baba? alibi? a babbler?). It's at moments like this that Miller's intuitive approach begins to show the odd hole and patch; much of the argument is unargued or overdone. In James's *The Wings of the Dove*, do we really associate Milly Theale's first name with money? or hear "feel", "steal" or the name of a duck in her surname?

With the final non-literary example, the argument stands up rather better. The orphan John Lennon takes himself off into a world of words and imaginations, becomes (Kafka-like?) a Silver Beetle then a Beatle, marries an anima figure, an exotic version of his missing mother, a woman older and wiser than himself, and dies, helter-skelter at the hands of a double who believes himself to be John Lennon.

Far as we can go inland into the realms of individual psychology, doubling has its outward, spatial dimension as well. Fleeing and flying are part of it and all doubles take flight of some sort: to the moon as the Poe and Mailer, with the nightingale as in Keats, simply on the *lam* as in Mailer's criminal alter egos, from the innocent US to wicked Europe in James. Half a century or so later that last neat dichotomy seems reversed in the post-Nixon jeremiads of another (real) divided man. Miller's friend the Anglo-American critic Marius Bewley, who sat on the knee of Jess James's brother's widow, grew up to cultivate ambiguity and diagnose America's *Complex Fate*.

Except in his memoir of his friend, Miller tends to pass over doubling's political and topical side. As my Anglo-American friend Brie Homberger has said, *Margaret Thatcher perfectly embodies* the Freudian concept of "condensation", what Empson defined as "the use of opposites where two things thought of as incompatible but desired intensely by different systems of judgement are spoken of simultaneously by words applying to both". Just as De Gaulle used to pose as Jeanne d'Arc Mrs Thatcher emerges as Churchill and St Francis, yoking together with no conscious connection, offering flight through space to the South Atlantic and through time to Victoria's mature years. All politics is now doubles, adversarial, with each side justifying its sins by moans of the other, secret self that only emerges at night or at past general elections. It's the oldest and crudest defence of the sole or collective ego; donning a mask, assigning guilt and suggesting that two things, far apart, are unsuspectedly connected in some less than desirable way. It's a dangerous way of preserving our own innocence because, as J C Hall saw in his ironic poem about being haunted by a sexually mischievous "double", it tempts us to the final violence of self-destruction.

Better not meet him through. The shock might goad One to sort of murder, to be alone.

Micheline Boyadjian: Girl at the Window

Two in one

Brian Morton on a strange thread running through literary history

BOOKS

The 'high politics' view

Vernon Bogdanor welcomes an important new history

The Decline of Power 1915–1964. By Robert Blake.
Granada: Paladin History of England £18. 0 246 10753 7.

Robert Blake's great strength as a historian has always lain in his grasp of the role of personality in politics, and it has made him the leading political biographer of his generation. It is this same quality which informs his splendid account of British history between 1915 and 1964, *The Decline of Power*. Blake has the gift of encapsulating the distinctive features of a politician's style in a brief and epigrammatic sentence or two. A couple of examples: Baldwin "had no programme but he had a purpose. Like Disraeli he wished to project a new picture of the Conservative Party, not too detailed – Monet rather than Frith – and above *all emollient and sympathetic*". But "his niceness did not prevent him from being an astute politician". Churchill "always pressed with enthusiastic extremism the case for whatever department he headed. This was why he was such a maddening colleague and why the premiership which has no department, was the only office that really suited his genius".

A J P Taylor's *English History 1914 – 1945*, Blake's main competitor, has been called the work of a Populist Historian. *The Decline of Power*, by contrast, is the work of a historian of the State. It is, unashamedly, a work of political history, "which includes the history of war, the continuation of politics by other means. . .". *The Decline of Power* is particularly good on the history of war and on constitutional questions. The accounts of the Somme, Jutland and the 1931 crisis are small masterpieces of clear and authoritative analysis. Blake takes especial pleasure in destroying the myths and conspiracy theories of popular sentiment. It is, for example, a myth that Churchill was the only begetter of the ill-fated Dardanelles expedition, a myth that British firmness at Chanak in 1922 halted an aggressor, and that the fall of Lloyd George taught his successors that deterrence did not pay. It is a myth that the Labour Cabinet of 1931 was divided about the desirability of expenditure cuts; they disagreed merely about "the nature and extent of the cuts needed to restore foreign confidence". It was only after the formation of the National Government that the Labour ministers, the majority of whom had been prepared to accept a reduction in unemployment benefit, claimed that they had been opposed to any cuts at all.

The Decline of Power deals almost entirely with "high politics" and tends, perhaps, to under-estimate the pressures and constraints which inevitably limit the scope of political action. Little is said in this book about the causes of Britain's economic decline; and, when he comes to discuss Britain's decline as a world power, Blake sometimes implies that the loss of Empire was a consequence of Britain's participation in two world wars, wars whose inevitable result was the transformation of Britain into a mere offshore island.

Yet it is difficult to believe that Britain could have retained her Empire whether the two world wars had occurred or not. The forces of colonial nationalism were inevitably going to disrupt the Empire and Britain was perhaps fortunate to disembarrass herself without the traumas which so afflicted Belgium and France. Nor is decolonization of itself necessarily part of a process of decline. There is after all some truth in Macaulay's contention which Blake quotes that the day when free European institutions would be granted to India would be "the proudest day in English history". The Triumph of the West which the BBC is at present celebrating is, at least in part, a triumph of specifically British institutions.

It is the very freshness and vigour of *The Decline of Power* which is likely to provoke alternative explanations of the theme with which it deals. It is a book which students of history will enjoy and which their tutors, if they are wise, will recommend. For Taylor's Oxford History, despite its brilliance, is too wayward and unreliable in its judgements. Mowat's *Britain Between the Wars* (1955) is now inevitably showing signs of age; while Lloyd's *Empire to Welfare State* (1979) is too drab to merit serious consideration. *The Decline of Power* will teach the student of history one lesson which he should never forget – that academic excellence and literary skill are complementary rather than conflicting qualities. Robert Blake shows that history can be enjoyable as well as scholarly. Of how many other contemporary historians can that be said?

Echoes of dissent

Jessica Saraga on education and equality

There is anger echoing through current writing on education and equality, a cold, rational anger that as more and more research is done on opportunities in schools, so more and more institutionalized discrimination is revealed. Equality of opportunity is a joke, at the continuing expense of ethnic minorities, working-class students and girls, all of whom are consistently denied equal access to high status subjects and teacher attention.

Some problems result from laudable motives though. Coeducation was seen as the way to provide girls with the science, workshops and technology which were available in boys' schools but not in girls'. Pat Mahony's sardonic title, *Schools for the Boys?* (Hutchinson, £3.95. 0 09 16081 4) suggests how it's actually turned out. In mixed schools, boys monopolize not just time and attention, but physical space. They take over whole playgrounds for football pitches, which girls walk through at their peril. They sprawl into gangways, "so you have to climb over them", lean over girls' desks, touch and pinch and prod and poke pencils up through the holes in laboratory stools while girls are sitting on them. This harassment is endorsed by teachers, who make it incumbent on the girls to try to avoid it, by sticking together, arriving late and leaving early, losing their right not only to freedom of movement but to equal lesson time too. And in lessons, boys compel attention by groaning and sighing and making a show of restlessness whenever a girl is speaking. Girls learn to keep quiet, and so are perceived by teachers as unoriginal and lacking individuality, but easy to deal with and a calming influence on the boys. Thus the separate groups which would ensure them a rightful share of attention aren't popular because the resulting boy's groups would be too difficult to handle.

Of course there are schools and teachers who try to combat sexism, but the problem is, in many cases, convincing them of the need to do it; schools, after all, reflect society, and what's built into society, you don't always notice is built into your own value systems, particularly if your vested interests are at stake as well. Pat Mahony describes lines of approach to the problem, but there's no suggestion that the solution's easy.

It's the same with race. Conscious efforts have to be made by teachers to confront their own racism in order even to begin to eliminate the ethnocentricity of the overt curriculum and the institutionalized racism of the hidden one. Education for a Multicultural Society (edited by Martin Straker-Welds, Bell & Hyman, £12.95. 0 7135 2460 X. £6.95. 0 7135 2371 9) describes the experience of teachers in ILEA at all levels from nursery education to INSET. To avoid "steel band and curry" tokenism, it's vital for schools to formulate and publish explicit anti-racist policies. The families of children from ethnic minorities should be involved as much as possible in their children's schooling; mother tongue teaching should be developed; above all, it must be made permanently apparent to students that they are all valued equally, and that education in all areas, science and maths as well as history, geography, literature, art and music, is not just about the self-perceived achievements of white Europeans and Americans. There are valuable suggestions here as to how this might be done, though the book as a whole doesn't quite manage to distance itself from the "Them and Us" syndrome – we (white? native English-speakers?) doing our best for them, the ethnic minorities. If any of the school teachers concerned belonged to ethnic minorities themselves, it didn't come across. If more teachers were appointed who did, the problem might not be so serious anyway, but institutional racism means that these are just the teachers who find it difficult to get the jobs.

Home and School in Multicultural Britain (by Sally Tomlinson, Batsford, £6.95. 0 7134 1490 1) approaches the same problems on a more theoretical level, discussing the cultural background of ethnic minority students, and the expectations their parents have of education. The particular problem of Muslim concern at the erosion of religious values and the resulting desire for separate Islamic schools is discussed too. Once again the innate racism inherent in the school system emerges, in teacher expectations of some ethnic minority pupils, notably those of Caribbean origin, with whom they feel anxious or threatened, expecting them to be either withdrawn or disruptive, and of low ability. Low expectations are likely to affect performance. Here again, more ethnic minority teachers are clearly part of the answer; another part must be better teacher training.

Many of these questions are taken up in Urban Schooling: Theory and Practice (by Leslie Bash, David Coulby and Crispin Jones. Holt, £5.95. 0 03 910609 8), another passionate analysis, which mercilessly exposes the often prejudicial assumptions which are built into the curriculum, particularly inappropriately in urban schools where cultural diversity is rapidly becoming the norm, and where very few students come from social groups which have traditionally been successful in education. What makes it worse is that the whole purpose of education seems to be not the development of awareness and independence of mind, not even socialization, but social control; groups perceived as potentially disruptive or unruly, are subjected to years of authoritarianism in the hope that they'll submit and toe the line, perhaps a legacy of the 19th-century concern with getting the workers to work. There is a ludicrous disjunction between the democratic values schools claim to promote, and the authoritarian autocracies – in relation to staff as well as pupils – which many of them operate. There is too often a contradiction between the anti-sexism some schools aspire to, and the gender division of labour they still can't avoid channelling their students into when they leave.

Jeannie Oakes has similar concerns in Keeping Track (Yale University Press, £21.50. 0 300 03292 7). Schools are run by people who have been successful in the education system. They have low expectations of groups who traditionally are not. Jeannie Oakes's subtitle is "How Schools Structure Inequality"; she suggests that tracking (American for streaming) operates systematically, albeit unintentionally, in American schools to deny students from these groups the equal opportunity which is their constitutional right. Working-class and ethnic minority students get channelled into lower streams, where teachers regard them as hostile to authority, reluctant to learn and likely to disrupt. They're thought unlikely to benefit from the conceptual skills taught in the higher streams, and denied access to the high-status subjects required for later training for high-status jobs. Once in a low stream, it's difficult to get out. It all seems remarkably similar to what the authors of *Urban Schooling* found in this country; whether deeper investigation on the lines of *Schools for the Boys* would have produced equally corresponding results, is not apparent.

Equality and Freedom in Education (edited by Brian Holmes, Allen and Unwin, £20.00. 0 04 370152. £7.95. 0 04 3701531 1) takes comparisons further afield as well, to France, Russia, China and Japan. The general tenor of the book seems to be optimistic, for instance the assumption is that in the USA there has been a successful conversion from a system "which prepared a talented elite, to a system of mass education", an assumption with which Jeannie Oakes would certainly not agree. Few issues of inequality in England and Wales (Scotland doesn't appear at all) are discussed. In general there is as much emphasis here on liberty in education as on equality, with little concern that when liberties get infringed they're usually privileged people's liberties, but when equality is threatened the sufferers are those underprivileged already. Not much – not enough – angst in this one.

Does Education Matter? By Brian Simon.
Lawrence and Wishart £5.95. 85315 635 2. £14.95. 534 4.

Ex-grammar gladiator

Christopher Price celebrates the work of Brian Simon

Brian Simon is one of those few English educators with a clear historical perspective – partly because he is a historian at heart and partly because he has already lived long enough to see a lot of history pass by.

He is also a Marxist – though he doesn't write like one and I sometimes wonder how long he would last in a Marxist system. In this collection of his recent lectures and essays, the Marxist and the historian jostle with one another for precedence. I think the historian wins. For instance, he's a great localist. In a filial essay in honour of his mother, Lady Simon of Wythenshawe, he beatifies a long list of her fellow early 20th-century local educators – some directors of education, others chairfolk of education committees. Henry Morris of Cambridgeshire, Spurly Hey of Manchester, James Graham of Leeds, Percy Jackson of the West Riding, Percival Sharp and Ernest Rowlinson of Sheffield. He points out that they were not just important prophets in their own localities, but most of them also had a national voice as members of the Board of Education's Consultative Committee – an important piece of the English educational jigsaw which, though still today enshrined in the law of the land, has been put into the deep freeze for 20 years now by governments of both parties. Brian Simon has a proper obsession with the poison of creeping centralism in English education and he comes back to it again and again.

His other love is the comprehensive school. He glories in its triumph over Thatcherdom and brooks no criticism of the comprehensive philosophy. His certainty springs in part from his confidence in its *grammar school* origins. One of the chapters in the book is dedicated to Raymond King, ex-head of Wandsworth Grammar School, who, once Labour had taken power in the LCC, spent the 1930s in fervent discussion paving the way for the postwar comprehensive drive in London. He goes out of his way to praise Wandsworth, Mayfield and Sydenham, London's first three "grammar-based" comprehensives. He sees the comprehensive revolution in terms of great political battles against an elitist society but never lingers quite long enough over *what* should be taught in secondary schools.

Thus, in curricular terms, the essays have a "grammar school" feel to them. Brian Simon is passionate about an indissoluble connection between the Left and high academic standards. He is immensely proud of the fact that Karl Marx knew Dante's *Divine Comedy* almost off by heart, could recite great chunks of Shakespeare from memory, could read all the leading European languages, could write in three of them (German, French and English), and saw foreign languages as "a weapon in the struggle for life". To him, the objective of the Right in education has been to cut off the working class from that culture which should be their inheritance. In this sense, there is almost a touch of *Black Paper* fervour in his rhetoric, which sits somewhat uneasily with his passionate Marxism and faith in comprehensives.

His most endearing quality is to be always on the look out for the real causes of things. He castigates the plans for GCSE as a betrayal of the ideals of those who fought over the years for a unified examination and sees them as just one more divisive grading mechanism to prevent secondary schools becoming truly comprehensive. In his essay "Marx and the Crisis in Education" he does not see cuts in working-class education and control of its content as primarily motivated by either meanness or ideology. To him, they come as a result of *fear* of the revolution in thinking that could occur if the education of the working class were ever allowed to develop in a generous spirit. It's an important insight which flows naturally from his historical perspective of the education system as a whole. [illegible]

as he is of the Right. He is always looking for new weapons for the gladiatorial combat over the shape of the educational systems. He is particularly critical of the Plowden Report for its soft, liberal conclusions and its assumptions about "child centred" and "individualized" education. In spite of his objections to centralism, he wants a "pedagogy" of the Left in Britain, to provide teachers with a framework of understanding about how education can emphasize what children have in common rather than their differences.

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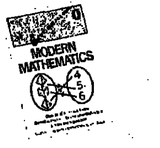

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Alan Sutton £12.50. 0 86299 218 4.
Richard III (The Road to Bosworth Field). By P W Hammond and Anne F Sutton.
Constable £12.95. 0 09 466160X.

It is an English foible, according to an Italian observer at the beginning of the 16th century, to feel an affection for kings safely dead. He may have had in mind a certain public nostalgia for the vanishing medieval world, which would be contrasted with the parsimony of the then sovereign, Henry VII, and his aversion to raising revenue by plundering France.

If the Italian could have returned recently to the site of Bosworth Field, a battle he must have heard a lot about, he would not have been surprised by the thousands of dedicated royalists who flocked to a pleasant but visually unmemorable bit of England to try to conjure ghosts of 500 years earlier.

Leicestershire County Council, custodians of the battlefield site, had been surprised and overwhelmed by the great English demand for royal nostalgia. A tidal wave of white rose and white boar favours carried the summit of Ambien Hill, their wearers drowning out any possible manifestation of *hywel* from the few coach-loads of bemused Welsh. (Not even the capture of the only hearty provender on the field by Her Majesty's "Beefeaters" of the Guard, descendants of Henry Tudor's bodyguard, could damp their ardour.)

Publishers had underlined August 22 on their planning schedules, however, and the result is a commendable balance of viewpoints; one pro-Richard III, one pro-Tudor and a third, a narrative history which leaps into an essentially English thorn thicket with cheerful Antipodean irreverence.

The Italian diarist also said that when the crown became the prize in an armed conflict, the loser commonly lost all, reputation as well as life. The authors of *Richard III* are the research officers of the society dedicated to rescuing his name from what many consider a campaign of denigration by his successor's publicists.

They avoid any forensic involvement with the Princes in the Tower but let Richard's contemporaries, and the king himself, relate the tragedy of the end of the Plantagenets: Some of the source material is familiar, but much is not, and is timely reminder of England's high Gothic civilization.

Unfortunately Constable have not risen, in their production, to the authors' grand design. Heraldry is reproduced in off-key colour and parts of the lovely Rous Roll, with Ricardian portraits, come out as a grey mush.

Alan Sutton, a more modest imprimatur, has nevertheless achieved the commemorative aim much more successfully. Illustrations have been chosen with flair from the surprisingly rich choice surviving from the period. Researchers have tracked down the often beautiful tomb effigies of many of the combatants at Bosworth, not to speak of portraits of the French and Burgundian leaders who held the ring for the English contest for the crown.

The victor gets his due in a very detailed, somewhat romanticized, account of Henry Tudor's apprenticeship for kingship. *The Making of the Tudor Dynasty* complements Michael Van Cleve Alexander's recent fully-fleshed study of Henry and his reign. Griffiths and Thomas, I must add, have an ingenious explanation for the Earl of Northumberland's betrayal of Richard, which lost him the day. Apparently his division were hidden from the king in a fold of ground and couldn't see what was going on! The Yorkshire peasants who subsequently murdered him while he was tax-collecting perhaps thought differently.

The best book of the three is Michael Bennett's study of the battle itself. An Australian, he uses more modern antiquaries' researches as well as chronicle sources, without displaying any obvious prejudices. His sense of Colonel Burne's "inherent military probability" is sound.

John Crossland

The Battle of Crecy, 1346, from Froissart's *Chronicles*. An illustration from Stephen Turnbull's The Book of the Medieval Knight – a lavishly illustrated study of the knight during the 14th and 15th centuries, from the victories of Edward III and the Black Prince to the fall of Richard III on Bosworth Field (Arms and Armour Press £12.95).

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PAPER BACKS

Modern German writing has, it seems, gained a new popularity with non-German specialists. Recognizing this, Penguin, in the new large format Modern Classics imprint, have published lively and unstilted English translations of work by Austrian, Swiss, Hungarian and native German authors, illustrating the variety of sources from which modern German literature emerges.

A contemporary of both Thomas Mann and Hermann Hesse, the Austrian Stefan Zweig took his own life in Brazil in 1942 after a prolific career. His novel **Beware of Pity** (Penguin, £4.95) deftly explores what he calls the "weak and sentimental kind" of pity. Set amidst the strict formality of the Austro-Hungarian army and the bourgeois society of Austria in the years immediately before the First World War, the story sharply magnifies the dangers of this most stifling of emotions. Zweig's sympathetic treatment of his characters leaves no aspect of their feelings unexplored and leads inexorably to the inevitable, tragic conclusion.

A different texture is added to the critique of early 20th century Austrian society in Arthur Schnitzler's collection of short stories, **Vienna 1900: Games With Love and Death** (Penguin, £3.95). Despite sometimes violent criticism and censorship (particularly of his best-known work, the controversial *La Ronde*), Schnitzler remained a keen observer and astute critic of the social and sexual mores of upper and middle class Austrian society. This collection of short stories – like the kaleidoscopic "scenes" of *La Ronde* – teases out the complexities of sexual relationships and illustrates perfectly Schnitzler's ability to analyse the bonds that link love and death.

The Swiss novelist Max Frisch is, like Schnitzler, almost as well known for his dramatic output – plays such as *Biedermann* and *Andorra*. His novel **Bluebeard** (Penguin, £2.95) tells the story of Dr Felix Schnad, on trial for the murder of his sixth wife, wracked by a sense of guilt and despair at the failure of five previous marriages. Frisch explores the thin line which divides guilt from innocence, using a central character who is himself unable to establish any definition of either. Constantly reliving his trial and forcing himself to accept public dissection of his character, Dr Schnad becomes increasingly overcome by despair. As in many of his other works, Frisch attributes much of the blame for Schnad's downfall to the pressures of a mistrustful and reactionary society which, despite his eventual acquittal, still silently convicts him.

Killed in a freak accident while still a young man – a tree fell on him – the Hungarian Ödön von Horváth contributes a chilling work to the selection. Reminiscent of Golding's *Lord of the Flies* and Robert Musil's *Young Törless*, **The Age of the Fish** (Penguin, £2.50) has the same sinister and disturbing quality, examining a changing society through the behaviour of its children. While Fascism establishes itself in the minds of boys undergoing military training at cadet camp, one of their number is murdered. During the ensuing trial, the boys' teacher, now morally and politically alienated from his pupils, resolves to disclose the identity of the murderer who with cold, fish-like eyes defiantly observes him. The story focuses the dilemma of pre-war Germany where individual fear and mistrust of Nazism existed determinedly alongside the enormous, collective euphoria of the new movement.

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Eleanor Caldwell

CHILDREN'S LITERATURE

Being scared is one of the chief preoccupations of pre-school children and many enjoy exploring this feeling from the safety of an adult reader's arm. Yet it is quite easy to go too far, and some writers appear merely to enjoy lambasting their young audience with all the bogies at once: monsters, burglars, the dark, loneliness and being lost.

Irina Hale's **The Lost Toys** (Deutsch £4.95) has some very wicked cats who in a complicated and confusing story-line help the lost toys return to their children. Their wickedness is visually the most striking thing in the book, which is a poorly-written parable about deprived children. Somewhat more stylishly **The Clever Clever Cats** (Holder £3.50) takes a humorous approach to a not-too-frightening burglar, while James Stevenson's wickedly funny pen scores two more successes in **Worse Than Willy** (Gollancz £5.95) and **Could be Worse!** (Viking Kestrel £4.95) as Grandpa's improbably terrifying adventures are used to point up the security of everyday life for his recalcitrant grandchildren. Pirates and monsters receive a firm hand and a sticky end, lightly drawn.

Brer Rabbit is a traditional character who flirts with danger. Susan Dickinson has retold **Brer Rabbit and the Peanut Patch** (Collins £3.50 and £1.50) with pictures by David Frankland. Of course much of the compelling seductive poetry of the stories is lost in the re-telling and the drawings are too Winnie-the-Pooh cheerful for the story's savagery. Not frightening enough. **The Little Bears** by Hanna Muschg (Collins £4.95) is a better marriage of eerie pen-and-ink drawings with a lost-and-found saga of two young bears and a big comforting mummy bear at the end.

Then there are the greater number of books which avoid the scary altogether. These can be bloodless, like **Will it Rain?** (Julia MacRae £4.95) by Holly Keller which provides a kind of soothing mental wallpaper of bright landscapes, or **Wilberforce Goes to a Party** (Viking Kestrel £4.95) in which Margaret Gordon's fubsy bear dully rehearses a children's party with a number of other bears. Or they can be irritatingly coy like **Three Little Rabbits Go Visiting** and **A Day with Three Little Rabbits**, by Ruth McCarthy (Heinemann £3.95 each) where appalling text and Uttley/Potter derivative pictures by Marie Henry trivialize the small experiences of childhood which Uttley and Potter vitalized. Or they can be simply a confusing catalogue of adventures with no focus, like Verena Monkewitz's *Xoyo and the Friends* (Dent £4.95). In this a boy, a bear, a poodle and a donkey take up with a children's circus. Though each page is wittily drawn and well laid-out, the characters are unclear and the story incoherent.

Some writers do manage to be innocuous and still worth reading. Arlette Lavie's **The Little White Bear Cub** (Hodder £5.95) beautifully illustrates a polar bear's search through the differing animals and climes of the world for a more interesting coat. A luscious blend of fantasy and naturalism, Rodney Peppé's **The Mice and the Flying Basket** (Viking Kestrel £5.50) is full of detail and humour and has a villainous Rat who is suitably humiliated by the ingenious mice (whose real basket is shown on back cover). And **Ernest the Fierce Mouse** (Collins £3.50 and £1.50) is a merry and touching account of how one mouse says "boo" to a goose (or gosling). Amy and Philip Rowe are well served by Andrea Norton's pictures.

In **Feelings** (Bodley Head £5.95), the gifted artist Aliki uses all her powers of cartoonery to, in effect, deride the seriousness of the child's feelings. From jealousy to boredom, destructiveness to love, the clammy hand of patronage clamps down on the infant experience. Likewise Lyndsey Thwaite's **Adam and Rosie Run Away** (Deutsch £4.95) by treating a fantasy of running away to the jungle as neither wholly real nor wholly pretend makes it embarrassingly lame. Arthur Ransome performed this conjuring trick so perfectly, and with total respect for the imaginary and the mundane.

If one is not happy with the imaginary there is, after all, quite enough in the real world to write about. Charles E. Martin in **Summer Business** (Julia MacRae £5.25) produces a perfectly acceptable story of how to improve yourself, make money and have fun in the summer holidays. And Rodney Peppé comes right down to earth and plays an excellent guessing game with **Odd One Out** (Viking Kestrel £5.95) where a small boy chases unlikely objects sequentially through school, zoo, toyshop and farm. If you don't want to be scared, have fun.

Victoria Neumark

Truancy and School Absenteeism

Ken Reid

The issue of the disaffected pupil is not new, but society is beginning to voice its concern about the problem. This new study of a highly topical subject gives a comprehensive account of recent research (with case-data) and the latest developments in this complex field. It is intended to equip students and professionals with the degree of insight and practical knowledge essential for coping with and handling such disaffected pupils as truants and absentees. The book stresses the enlightened understanding which teachers need to have if non-attendance is to be prevented or overcome, with the emphasis throughout being on the removing of difficulties, rather than mere containment or punitive measures.

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Pragmatic approach

Einfach Klassel By Anne Farrell and Alison Noble.
Oxford University Press. Pupil's Book £3.50. 0 19 962063 3. Teacher's Book £3.95. 0 19 912064 1. Cassette 0 19 840344 5. £7.50 + VAT.
Deutsch Konkret. By Gerd Neuner, Peter Desmarets, Hermann Funk, Michael Krüger and Theo Scherling.
Langenscheidt. Lehrbuch 1 £3.95. 3 468 49850 0. Lehrbuch 2 £4.25. 3 468 49860 8. Workbook and Glossary 1A. By Peter Boaks and Ebba-Maria Dudde. £1.75. 3 468 96755 1. Workbook and Glossary 1B. By Peter Boaks and Ebba-Maria Dudde. £1.50. 3 468 96756 X. Teacher's Manual. By Peter Boaks. £3.95. 3 468 96747. Cassette 1A. £6.50 + VAT.
Collins Gem Study Set: German Dictionary 0 00 458619 0. **German Verb and Declension Tables.** 0 00 459339 1. **5000 German Words.** 0 00 459301 4. **German Grammar.** 0 00 459335 9. £7.00 the set.
The German Assistant's Handbook. By Peter Gill.
Modern Language Association/Association of Teachers of German, Regent's College, Inner Circle, Regent's Park, London NW1 4NS. £2.00. 0 903846 05 5.

In spite of the parlous state of German teaching in Britain today, exemplified by the high-powered conference held in London this summer in an attempt to rescue it from near-oblivion, plenty of German materials are still finding their way on to the market. These include courses for young secondary beginners, in spite of the fact that in many areas the introduction of German teaching is being forced up the age-range towards the sixth-forms.

Two such courses are *Einfach Klassel* and *Deutsch Konkret* which, although of quite different provenance, have much in common. Both claim with justification to follow a pragmatic communicative approach, basing their authentic subject-matter on what contemporary teenagers may be expected to experience and be interested in. Both are appealing in format, comprising well broken-up text and attractive photographs and drawings. Both include tapes recorded with commendable clarity at normal conversational speed and with a certain amount of convincing background noise.

A claim common to both courses is that the formal grammar is included only as an aid to learning and not as an end in itself. The authors of *Einfach Klassel* address the student thus: "You learnt (sic) perfectly good English without knowing about grammar, so there is no reason why you should not learn German too. Lots of German children don't understand grammar, but they still speak perfect German." These simplistic statements are, of course, open to serious question. Do young Germans, or older ones for that matter, speak "perfect German"? Do Britons really use "perfectly good English"? As an exercise in encouraging potential pupils, this may all be above reproach, but the claims would bear no scientific examination. What is presumably meant is that Britons and Germans speak English and German sufficiently well *in order to communicate*.

A different texture is added to the critique of early 20th century Austrian society in Arthur Schnitzler's collection of short stories, Vienna 1900: Games With Love and Death (Penguin, £3.95). Despite sometimes violent criticism and censorship (particularly of his best-known work, the controversial *La Ronde*), Schnitzler remained a keen observer and astute critic of the social and sexual mores of upper and middle class Austrian society. This collection of short stories – like the kaleidoscopic "scenes" of *La Ronde* – teases out the complexities of sexual relationships and illustrates perfectly Schnitzler's ability to analyse the bonds that link love and death.

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Eleanor Caldwell

charts to complete, true/false tasks, reading and listening comprehension exercises. More formal written work can be introduced at any stage. Pair- and group-work, recently popularized in the same publisher's *Kapierl* by William Rowlinson, encourage oral development. After every few units there is a Waystage test, in oral, listening and reading modes. The authors met when working on a graded objectives scheme, and it is gratifying to see their enthusiasm for regular testing prominent in their course. They are printed in the teacher's book only and are copyright free. The pupil's book concludes with a German-English vocabulary.

Deutsch Konkret, distributed exclusively in this country by European Schoolbooks of Cheltenham, attempts to solve the very real problem of the publishers' shrinking market by being entirely in German for use wherever the language is taught. Teachers would have to decide whether their classes could cope with German instructions in the "Lehrbücher". The workbooks, on the other hand, have been written especially for British pupils by a team of British and German teachers, and have explanations and instructions in English. The glossary explains the vocabulary (German-English) in context, and a particularly useful feature is a very clear indication of where the stress falls in each word or phrase. The teacher's book, also written in English in cooperation with the German authors, gives helpful guidance, without appearing too hard-and-fast, for what the publishers refer to still as "this new (sic) communicative methodology".

Also available is a set of 30 overhead projector transparencies at £39.50, not here under review. The English-adapted workbook and glossary for level 2 and cassette 1B (oral exercises) are due for later publication.

The *Collins Gem Study Set* consists of four pocket-size reference books, three of which were published earlier than this year. The well-known *Dictionary*, which has been going strong since 1953 with a second edition 25 years later, gives 46,000 entries, including thousands of current phrases and constructions with pronunciations clearly shown. The references include countries, nationalities and languages, numbers and the time, German and English abbreviations, including, oddly, MIT (Massachusetts Institute of Technology) but not UMIST or UWIST, and a translation of RAF as *britische Luftwaffe*, which will certainly stick in F/O Kite's gullet!

The *Dictionary* also includes a table of German irregular verbs, which unnecessarily duplicates the very much fuller treatment in the companion volume *Verb and Declension Tables*. First published last year, this includes 189 irregular verb forms from *anmehmen* to *zwingen*, plus the few necessary pages on the declensions of nouns, articles, adjectives and pronouns.

The *5,000 German Words*, dating from 1979, are arranged under 50 subject headings and happily include phrases and idioms rather than isolated words out of context. The range of subjects is largely relevant to the student of German and would form excellent preparation for examinations. The vocabulary is arranged only on a German-English basis, but the reverse process would be easy enough to operate, given the topic arrangement.

The principal parts of the strong verbs appear yet again in *German Grammar*, a wasteful overlap which could be solved only by severe editing of the whole set, presumably a non-viable financial option. The verb, understandably, fills about half of the book, the remainder dealing not only with all the other parts of speech, but also extremely useful sections on punctuation and word order, both very real problems for students of German. This collection of four reference books, all in flexible covers and forming the *Gem Set*, comes in a cardboard slipcase, making an attractive pack not so much for school use, perhaps, as for a present aimed at a favourite niece or nephew.

In many areas of the country the very first victims of financial cuts were the foreign language assistants, a depressing move which deprived schools of one of their most valuable resources. For those establishments which are still fortunate enough to employ such a *rara avis*, however, the *German Assistant's Handbook* is a must. Ideally a copy should be sent to the assistant before he leaves home, so that he may respond to the opening section "What to bring with you"—and buy a larger suitcase. There follow explanations about the British education and examination systems, the assistant's relationship with his pupils and his function in the school. The largest part of the booklet is entitled "Method" and the very thorough treatment of this topic should enjoy a much wider appeal. Even well-established teachers of German, and of other modern languages *pace* the German language examples, will find here a wealth of practical hints for making oral work and essay-writing come alive. The booklet ends with helpful lists of sources for materials, games and competitions. The present educational world of declining German teaching notwithstanding, modern languages departments would find this handbook a useful investment, even if the *Lehrassistent(in)* is but a fond memory.

Michael J Smith

Illustration from "Ainsi va la France"

Advanced and authentic

L'Express: Ainsi va la France. By Ross Steele and Jacqueline Gaillard.
Stanley Thorne £4.95. 0 85950 298 8.
Radio France. By E A Macaro.
Longman £2.75. 0 582 35400 5.
Comprehension for Advanced Level French. By Rod Hares.
Longman £2.50. 0 582 35466 8.
Use of French. By Harry Ferrar and Joan Spencer.
Macmillan £3.95. 0 333 36915 7.
A French Vocabulary for Advanced Level. By I C Thimann.
Nelson £1.95. 0 17 445093 1.

Despite the misleading title chosen by Ferrar and Spencer (there is an O level paper which some boards call "Use of French"), all these books are designed for advanced-level study, the first three of them using authentic material from different sources as a stimulus for essay-writing and other exercises. Ross Steele has already made one selection, for Didier, of articles from *L'Express*: the weekly newsmagazine's colloquial style and its partiality for pop sociology (what the French are reading, eating, thinking and doing with their leisure time) make it an obvious source.

Everything is in French, including the vocabulary notes, and texts are well-chosen: I found myself actually wanting to read some of them, partly because the authors have not assumed that their young readers' interests are confined to rapidly fading stars of French pop. The exercises (comprehension, discussion, role-play) are also intelligently designed. Teachers of the AEB A level might like to note, in particular, the opinion polls and similar items which are precisely the kind of stimulus material that the board uses in its revamped oral exam, introduced this year.

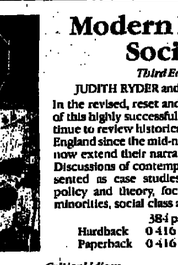
Radio France is built around 16 radio broadcasts for listening comprehension (accompanying tape, transcripts at the end of the book, and some supporting material in the form of photographs and newspaper articles). The broadcast passages demand a fairly high level of comprehension. There are vocabulary notes, questions (mainly in English) and other exercises, including sentences to translate and role-plays. The book will be a positive accessory to other course materials, but the overall presentation is not very exciting.

The presentation of Rod Hares' 30 graded comprehension passages is positively dull and the questions are unimaginative, sometimes impossible to answer and at others leading nowhere beyond a simple "yes" or "no". Apart from straight comprehension questions, Hares suggests little use for the passages, except *prises de position*, consisting of such thrillers as "Avez-vous l'habitude de voir des films Français?" and "Que pensez-vous du slogan 'L'Alcool tue'?" The first interesting reply to that last question wins my copy of the book.

Use of French is designed for the final year of A level study and does not attempt to disguise the fact that its users' main concern, by that stage, will be with passing the exam; not reading their horoscope in French or sampling *fast-food à la Française*. It has practical hints for dealing with translation, comprehension, summary, the oral and other tests, with worked examples and exercises. Like the A level itself, if you actually enjoy it, it is probably not your French that needs examining; but, since the examiners are waiting at the end of the road, Ferrar and Spencer have some excellent hints for dealing with them.

Thimann's French vocabulary, on the other hand, seems to have little practical use and is sometimes positively misleading (eg when it advises you that the French for "javelin" is "*la javelot*"). The vocabularies are arranged in 30 sections from *Architecture* to *War* and there are phrases for essay-writing and two pages of synonyms for overworked words. But beyond O level, students should be warned against any vocabulary list that gives no indication of register or examples of words in context. A '(sporting) champion is only sometimes "un as"; you cannot talk about "l'as mondial"; nor can you say "il a battu", to mean "he shuffled (the cards)"; and so on. The book that implies that you can is of less use than a pocket dictionary. And what is the point of having sections on "Politics", "Education", etc which miss out or mistranslate several of the peculiarly French expressions connected with them (those meaningful qualifications, "le baccalauréat" and "le brevet" are both translated by the meaningless "school-leaving certificate")?

Robin Buss



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METHUEN
11 New Fetter Lane, London EC4P 4EE

ARTS

Bloody, bawdy and bleak

The Murderers. By Daniel Mornin
National (Cottesloe) Theatre.
Gigi. Lerner & Loewe's Musical
Lyric Theatre.
Who Plays Wins. By Peter Skellern and Richard Stilgoe
Vaudeville Theatre.

Three cheers for the re-opening of the Cottesloe which has been dark for five months. Thanks to "a special GLC grant" it will remain open for the rest of the financial year.

The re-opening presents the NT Studio in a nine weeks' Festival of New Plays. The Studio exists to extend NT actors' skills and to generate new and experimental work. Its finances are raised from private sources not NT funds, and Ed Mirvish provides the Old Vic Annexe free for workspace; Battley Brothers and the John S Cohen Foundation have helped to meet the cost of producing festival programmes. Thus the NT pursues the self-help policy which the Government enjoins on the Arts.

Sadly, the opening production is a waste of effort. *The Murderers* is a bloody, bawdy, villainous string of scenes from provincial life in Northern Ireland. Set largely in a drinking den in east Belfast, the headquarters of the local Orange Order urban terrorists, it presents a group of mindless bigots whose creed is "Not an inch (of Ulster's soil) shall we forsake", whose rituals include mugging, knee-capping, blinding, murder. These are acted out in sickening detail to close Act 1 and open Act 2 in a welter of obscene violence which would have disgraced even Caligula's Roman theatre.

And for what? Do we need to be told that the IRA is not the only brutal faction in Ulster? Are we short of information concerning the murderous hatred which divides the Irish? Daniel Mornin offers no new insights. He has a sharp ear for common speech, can retail the cant of bigotry and detail masochistic frenzy. But Tom, the peg on whom the action hangs, is no more than a cipher, an author's catalyst, awakening neither interest nor concern. Its only recommendation is that *The Murderers* gives work to 11 actors, director Peter Gill and designer Alison Chitty – whose bleak beer-crate setting perfectly reflects its barrenness.

Jocelyn Herbert's designs on gauze provide most of the charm in John Dexter's production of Lerner & Loewe's *Gigi* which reduces Colette's original story to its mercenary essentials: a girl is sold for 34,000 francs p.a. Her purchaser belatedly offers marriage which is supposed to excuse all that passes hitherto. Jean-Pierre Aumont's aged charms are no substitute for Maurice Chevalier's. Sian Phillips is very grande-dame; Beryl Reid naughtily (captivatingly) steals the show at every appearance. Amanda Waring is physically too big for Gigi; Geoffrey Burridge is bored and boring as Gaston. Only violinist Perry Montague-Mason lifts the production to a momentary romantic peak.

Peaks are provided in *Who Plays Wins* by Richard Stilgoe's songs celebrating The Birth Of the Cello and Australian cricketer Lilian Thompson. He also provides depths: Rock Hudson's impending death from AIDS is not a laugh. Stilgoe was a teacher as songs about school-dinners, RI and Ethnic Studies show. He and Skellern are not yet a Double Act, not having developed complementary personnae. *Who Plays Wins* is clever, topical, diverting but not in Flanders and Swann class.

John James

The worry of the Garden

Nick Baker in Sheffield

"I'm not a reluctant recipient of the funds, I'm critical of the policy which supplied them", says Clare Venables, Artistic Director of the Crucible Theatre in Sheffield. In March of this year, after an unsuccessful campaign to freeze the Arts Council's Glory of the Garden policy, the Crucible accepted their grant increase of 29.7 per cent and set to work. The extra £140,000 that Sheffield received as a designated "centre of excellence" was at the expense of other smaller companies (notably 7:84), but Sheffield needed the money to restore the modern theatre building to its original purpose of bringing people to the theatre and theatre to the people.

At least the Arts Council got the "excellence" bit right. What's significant is that the excellence has Theatre in Education and Young People's Theatre at its root. Crucible's old Vanguard company was being gradually starved of funds (after, in the mid-Seventies, the Arts Council stopped "earmarking" cash for such fripperies) and was increasingly unable to go into schools all year round. The new TIE company, simply renamed Crucible TIE is now a permanent (they hope) all year round affair based around four actor teachers under the direction of Phil Clark. After an interim period of pilot productions and consultation with teachers and the local authority, the new company's first piece for 9–12 year-olds took to the road.

Serfdom Right is a slap-bang participation piece about the Peasants' Revolt. Three huge figures, into which the actors literally have to climb, dominate the circular set, representing the monarchy, the gentry and the church. Inside the circle the pupils are cast for the most part as the peasants, beset by tax demands, infected with the Black Death – scarily portrayed by a black hooded skeleton – and continually kept in their place by the landowners and gentry. The participation style is at times a bit panto-like with lots of singalongs, cheering and booing and bowing to the king. However, the success of this enjoyably colourful piece is in the clarity with which it deals with concepts like poll tax and strip farming, as well as linking the (often separately packaged) Black Death and the Hundred Years War with the growth of the Tyler mob.

It's an "off the shelf" piece, originally devised by Newcastle's Bruvvers Theatre Company, but Phil Clark's strategy is to wean the company away from "ready to act" product, via a specially commissioned piece, *Out for the Count* about employment prospects at 16, which Grazyna Monvid is writing in consultation with the company. The ideal is for the company to devise their own material, perhaps at the behest of its teacher and pupil clientele. Paul Desgrange, a teacher recently seconded to the team as Education Liaison Officer has already started a teachers' panel to give advice and support. It is increasingly felt that teachers booking the programmes should attend a preview session (industrial action permitting) for consultation and criticism.

Teachers and pupils will also be involved with an ambitious new community project lead by writer/director Chris Martin, who is well versed in working with casts in three figure numbers. Centring on Hurlfield, one of the many low-rise Sheffield City estates, it will mark the thirtieth anniversary of the local school, built as a secondary modern for boys and now a community school. Using the 30 years as a timescale, the project will involve as many as 500 local people with this apparently unremarkable part of the city telling its own story through the eyes of the school's past and present pupils and their families. Martin patently relishes the open endedness and daunting scale of the project, due for presentation promenade style next March, perhaps with offshoots starting new grass roots performance groups. He's determined that the outcome shouldn't be "liberal do-gooding political theatre" but a community celebrating an event serviced by help from the TIE company and what he calls "my toolkit of techniques".

Meanwhile, the Crucible Youth Theatre, run in the theatre's lean years largely as a goodwill exercise, has been able to part-fund a Youth Theatre director. Jemm Warr works half time at the local FE college and half at the Crucible where activities are as far from the slap-on-a-Terson-play tradition as you could possible imagine, with workshops for video makers and writers as well as actors.

As if by happy coincidence, the Crucible's current main house show (found for the West End via Brighton and Norwich) is *Lennon*, a straight Beatle-biog which draws on the techniques of TIE, community and documentary theatre that has steadily grown in the regions for years in houses like the Victoria Stoke on Trent, the Liverpool Everyman and Nottingham Playhouse. Yet it's these "less visible" aspects of the work, now contributing to a truly popular (and commercial) art form, that are the first to be threatened when funds are low. And although for a brief moment Sheffield can provide a copy book example of how a "centre of excellence" can be fertilized by the different educational aspects within it, everything in the garden is far from glorious. Like lots of other theatres, the abolition of the Metropolitan Councils, combined with the effects of rate capping, threaten to bring the Crucible back to square one next year. A bit like planting seedlings with one hand and pulling them up with the other.

Opera's heaven and hell

The London opera season has begun with visits to heaven and hell which leave one feeling that the world we have may not be quite so terrible after all. In the British premiere at Covent Garden of *Donnerstag aus Licht* (Thursday from Light), Stockhausen rehearses a "passed with flying colours" reception for himself at Judgment Day, while at the Coliseum the cartoonist Gerald Scarfe has designed an *Orpheus in the Underworld* which has no difficulty persuading us that hell is much more fun than the other place (particularly Stockhausen's place, one is tempted to add).

Donnerstag is only a part of what may safely be described as the most ambitious venture in operatic history: a cycle of seven operas, each devoted to a single day, with the overall title *Licht: Samstag* has already been composed, *Montag* is well under way, and the 57-year-old composer will be putting his considerable energies into the fulfilment of the project. There can be no doubt that it enshrines a cosmic vision compounded of the composer's ego and the insights of more religious than are known to university departments of comparative religion. How far anyone but the composer and his family (several of whom take part in *Donnerstag*) can hope to share it is another matter. If all composers are necessarily autobiographers, there is something at once touching and absurd – Strauss's *Intermezzo* is the only other example that springs to mind – about Stockhausen projecting his life-story on to the stage in "Michael", a three-persons-in-one-god character played by a tenor (Julian Pike), a dancer (Michele Noiret), and a trumpeter (the composer's son, Markus).

After a troubled childhood, Michael sings/dances/trumpets his way into the affections of Moon-Eve and with her help eventually vanquishes "the purist intellectual" manifest in Luzifer (another tripartite entity). The musical element in the work of characteristically complex, yet also comparatively gentle, and even ingratiating in effect. It is at its most enjoyable in the second act, "Michael's Journey Around the Earth", a dazzling trumpet concerto, superbly played by Markus. There is no singing in this act and it is symptomatic that, at any rate on a first hearing, it is by far the most satisfactory of the three. The vocal writing in the two outer acts (heroically sung, it should be said) does not begin to compare with that for the instrumental soloists who, playing from memory in costume on the stage, are the real "voices" and to whom the action and the laurels rightly belong. If *Donnerstag* is undeniably the "total work of art" that Stockhausen claims, whether it adds up to more than the sum of its weird and occasionally wonderful parts remains, at any rate for the moment, less than certain.

Meanwhile, the diversion offered by Scarfe's *Orpheus* turned out to be less bracing than expected. The hope must surely have been that Scarfe would have restored to Offenbach's work the satirical acid that has long ceased to burn where it should. Instead we were treated to a prodigality of visual invention that upstaged most of the singers for most of the time and failed to conceal the lack of any really strong idea about the piece. Give Scarfe a black pen and a contemporary figure for subject and the result is chillingly brilliant. Give him colours, a stage, and a famous operetta and the outcome is an artistic disaster masquarading as a triumph. That could be one definition of hell, and who knows that it may be better to be there in Scarfe's company than in heaven with Stockhausen.

Patrick Carnegy

Musical accord

ILEA Schools Symphony Orchestra. Conductor George Benjamin. Royal Festival Hall, September 16.

Whoever selected Musorgsky's original version of "St John's Night on a Bare Mountain" to kick off the first in ILEA's series of Autumn/Winter concerts was taking a gamble. A score better known in the popular orchestration by Rimsky-Korsakov, its complexities (or possibly its wanderings) did not show off the young players to best advantage. Somehow the witches were not quite frenzied enough, Satan's procession not quite demonic enough. St John wouldn't have lost much sleep over this Sabbath.

"Jubilation", a special commission by 26-year-old composer-conductor George Benjamin, was by contrast a perfect celebration of ILEA talent, employing choirs and ensembles (recorders, steel drums, electronic instruments) from all over the authority. The material, to quote the composer "has to be simple as many of the performers cannot read music". He need not have apologized. The massed choirs made the doh ray me's sound like a kyrie eleison, and everyone participated in a range of intriguing musical effects from gently tapping claves to antiphonal responses.

Also a feature of the other George Benjamin work "Ringed by the Flat Horizon", inspired by T S Eliot's *The Waste Land*, the progress of the storm depicted in soft bell-like chords, some much applauded lyrical cello passages and violent orchestral explosions. There was more sensitive string playing in Copland's mid western saga, The "Tender Land" Suite, and the Rakoczi March (one of three excerpts from Berlioz's "The Damnation of Faust") made an exhilarating end to an evening which demonstrated the wealth and breadth of music making of which ILEA can be justly proud.

Philippa Davidson

Tales of the Baron

Above: "The Baron's Descent from the Moon". By an anonymous English artist, 1796.

To slaying wolves and blowing up beans is not much to modern taste, except perhaps among the dog-fanciers of the Lea Valley. We are a squeamish lot compared to the generations of readers, most of the way round the world, who have provided an audience for such events as these, as recounted in the Surprising Adventures of Baron Munchausen.

This Prussian gentleman was by no means a myth, even though the wild stories attributed to him were actually written in English by a fellow-countryman, Rudolph Eric Raspe, and first published in book form at Oxford in 1785. It is a bi-centenary that is now being celebrated at the Bethnal Green Museum, where a remarkable exhibition provides evidence enough that Munchausen was far more than a marginal 18th-century eccentric.

It is quite right that the exhibition should begin with ghost writer Raspe himself, a fascinating character: cultured, learned in odd aspects of science – and intermittently crooked. (He had a close association with Matthew Boulton, and died of scarlet fever while prospecting for coal in Muchross.) The slim – and very rare – volume of Munchausen's *Adventures* that he turned out in a few days during a sojourn in Cornwall might have been reckoned by him his least claim to fame; but it quickly grew into a European cult book, and the Bethnal Green exhibition shows in close detail the variety of treatments that it received across the Continent, and then into America – a carnival Robinson Crusoe.

These editions are interesting partly because of the way they show Raspe's original being expanded by numerous hacks who recognized a good money-spinner when they saw it. The small "authentic" corpus of tales (themselves with more than a hint of tradition about them) soon gained accretions from various sources, from Lucian to the *Arabian Nights*. They are also interesting because they provided a field day for illustrators. Many of the great 19th century draughtsmen had a go: Rowlandson, Cruikshank, Doré, Paul Bennett, and even Heath Robinson, and the exhibition also shows a crowd of imitations and excerpts of the Munchausen influence. There are stills from several film versions, and an amazing Canadian cheapjack publication of the 1940s with Doré's illustrations, but got up to look like a bodice-ripper.

Unwholesome the Baron may be as a character, but he is a considerable figure in the landscape of popular literature, and the Bethnal Green Museum – and especially Tessa Chester, the curator of its Rexler Collection – deserve much gratitude for giving us so much information about him in such a stylish way.

Brian Alderson

A booklet, with essays, of the Tall Stories of Baron Munchausen *is available at the exhibition (Victoria & Albert Museum Publications, 1 85177 061 5), together with a duplicated handlist of the exhibits.*

ARTS

Tender spirit

Robin Buss on three period pieces

Peter Strauss as Dick Diver

"Champagne?" "Why not? . . . It goes with the music." Dennis Potter's version of *Tender is the Night* (BBC2, Mondays) is no slavish adaptation (impossible to be slavish, anyway, since Scott Fitzgerald fundamentally altered his narrative in response to a review in the *New York Times*), but it aims to capture the spirit of this story of doomed love and the time at which it was set. The Twenties are made tangible, but without over-emphasis. And while the horror of the war and reaction to it explains what goes on around Dick Diver and Nicole Warren, it does not explain them. Nicole, sexually abused by her father, "scarcely knew there was a war" from her Swiss sanatorium; Dick, enlisted as a psychiatrist, saw not the war, but its effects. The achievement of Fitzgerald's novel, which seems likely also to be that of Potter's television adaptation, is to situate these characters in a particular time, surrounding them with the gadgetry of the moment, and yet to elevate their love, with its elements of transference and destruction, to the timelessness of a myth.

Of course, the film and the book do it in different ways. The film is exceptionally well-served by its cast: Peter Strauss and Mary Steenburgen totally convincing in the leading roles and, in episode one, Edward Asner giving a nicely observed performance as Nicole's guilty father, with some light relief from the Freudian analysts, Drs Dohmler and Gregorovius. It also exploits the possibilities of colour photography: Dick and Nicole on the terrace, silver against the blackness of the night as she declares her love for him, a visual pun on the book's borrowed title; or the change of mood as a train comes out of a tunnel, Dick puts down his treatise on psychoanalysis and looks at Nicole's face. The three times I have watched the video, I have found something new to admire.

The film establishes its own narrative conventions. I was beginning to suspect that its method of achieving continuity by overlapping dialogue from one scene to the next, though occasionally used for irony, would become an irritating mannerism; but it was much less evident in part two. In the first episode, perhaps, it was needed as the characters and their relationship are built up: Dick, "so intact, I'm incomplete", Nicole, the flower without a stem.

By part two, they have settled on the Riviera and we are back at the first chapter of the definitive version of the novel with the introduction of Rosemary Hoyt (Sean Young) and the wasting talent of Abe North (John Heard). They, Nicole's anguish and her emptiness without Dick, suggest already what is going on behind the glitter of their lives. "Champagne? . . . Why not?" As Nicole's sister has wisely remarked, "the question is never: 'why not?' It's always: 'why?'"

While *Tender is the Night* evoked the mood of the Twenties, a documentary series on BBC2 (Now the War is Over, Fridays), began to examine the realities of another postwar world. There was nothing new in the central theme of part one: the troops returning with their expectations of a better Britain, the belief in planning, and the Labour victory, but there were some choice moments, in particular Conservative MP Maurice Petherick's angry complaint in a letter to *The Times* about the probable influence of the Army Bureau for Current Affairs on the troops: "subjects that tend towards politics are wrong . . . unless you want the creatures coming back all pansy pink."

The hopes of the postwar years, the era of a bi-partisan policy on the Welfare State, the wartime spirit of "we was all one", were not much in evidence in Britain last week. In *People to People: The Battle for Orgreave* (Channel 4, September 25), a solicitor described miners in the cells: "they didn't look like people who had been arrested by the process of civilian law." On TV Eye (ITV, September 26) Sir Keith Joseph confronted a group of teachers, a number of whom seemed to support his party, and found them in an unforgiving mood as he explained their employers' case on pay, with that air of being fearfully misunderstood that politicians adopt on such occasions. Your sympathies probably depended on whether you thought that a PE teacher doing a six-day week for little over £100 was grossly exploited or in serious need of some kind of assessment.

Finally, Brixton. While in Handsworth the cause of the violence had been obscure, there was no doubt what sparked off the trouble in Brixton, but because of timing the television news was upstaged, again, by the papers. On Sunday evening, the early news bulletins on both channels tried to compensate with similar reports: looting was "by both black and white rioters" (ITN), "by gangs of white and black youths" (BBC). There were the usual interviews and scenes of destruction. At this stage, treatment of the background was perfunctory. The most disturbing thing was that it was starting to read like a familiar story and the news, having worked out a formula for covering such events, seemed almost complacent about them.

Literary competition

Competition No 67. Report by Charybdis.

A Danish saga, in a recent tome, related James Bond's boss "M" to concepts of Jehovah or He-Who-Must-Be-Obeyed. Competitors were asked to emulate him with a similar essay in advanced hermeneutics.

Entries were few, but, as often happens, quality stood in for quantity. Perhaps it was "hermeneutics" that put you off: the up-market word for "interpretation", it was used semi-satirically in the hope of eliciting language of equal pretension.

This it certainly did: I am now convinced that some of our regulars (especially George Moor – as fecund as ever) – so effortless the ease with which they spewed out such specious pseudo-scholarship – must have spent their careers accumulating dud Doctorates all the way from Tallahassee to Tucson and back again.

As readers of bum monographs (or even the correspondence columns of the TLS) know, their authors are usually less concerned with the elucidation of the truth than the crucifixion of fellow-academics – especially rival toilers in the same corner of the higher-educational vineyard. (Paul Griffin earned an extra point for registering this.)

I liked Hazel Stanley's identification of the egregious Widmerpool with the Wandering Jew, with Scorpio Mortlock as "his crypto-Christ", but her development of the idea was too perfunctory quite to make it into the prize-money.

To write this sort of bilge – I mean, to write it *seriously* – you have, of course, to be slightly loony and utterly humourless. The authors of my five prize-winning entries (£12 each) are to be congratulated for so successfully – if happily only momentarily – being both.

. . . which have been suggested in the foregoing chapters can be seen as both symbolist and mythopoeic. The manic and eccentric behaviour of the rats in "The Pied Piper", for example, is prolepticof those in Camus's *La Peste*. As discreetly planted leitmotifs, the rats precipitate a crisis, in these examples a social one, by triggering off a sequence of gratuitous, banal events. Indeed socialist writers generally cannot resist the thematic rat. The rats that are democratically allowed to live by the other animals on Animal Farm creep back vengefully as Winston's terror in *Nineteen Eighty-Four*, infest the dives-and-out Paris kitchens and caress the feet of those who lodged in Wigan Pier. With such a negative legacy behind it, one reviews cautiously modern day attempts to redeem the thematic rat (Roland, etc) from its unique catalytic position in our great tradition.

James Simms

"Where are my breasts? *Where are my breasts?*" calls the protagonist of Gore Vidal's *Myra Breckenridge*, thus striking the familiar chord of gender-dichotomy in literature – one irresistibly reminiscent of Chaucer's Wife of Bath, with her spurs, her "I wol use myn instrument / As freely as my Makere hath it sent". More Striking, however, is bisexuality's clarion in Jane Austen's work. For what are *Sense* and *Sensibility*, though both applied to feminine characters, if not the pseudo-traditional demarcations of male and female? This myth Austen explodes. Notably, *a third of* her novels have titles with the unifying-divisive *and*, enunciating the gender paradox. In a major work, a woman's Christian name is transparently also decodable as M or Male, as latterday signallers proved. Thus, then, Emma is Myra; Myra is Alisonn; Alisoun is Emma – united is masculinity as in its antithesis. "Male and female created He them" states the Bible. Literature proffers proof.

Bill Greenwell

The Peter Rabbit story as analogue for the Resurrection (and, by extension, Mankind's Salvation) need hardly be touched on here, so obvious are its points of reference. For antecedents we need only invoke Brer Rabbit, smoke "production" on the Tar Baby (Prince of Darkness) "Bliz! He is got stuck", and subsequent restoration after ordeal by briars (crown of thorns) is so overt as to be hardly symbolic at all. We note in passing that the Tar Baby was partly made of "turkentime" (presumably turpentine), not dissimilar to vinegar. Peter Rabbit comes under the malign authority of Mr McGregor (a reference to the "Gregories, father and son", 17th century executioners, who executed, among others, Charles I, a "king who walked and talked half-an-hour after his head was cut off"!) but escapes, leaving stones behind, just as a stone was found at the deserted Sepulchre. Thus does a humble Rabbit fulfil Isaiah's prophecy.

Gerard Benson

"The Jackdaw of Rheims" is not, as Grunzhammer suggests, colonialist propaganda. True, Jim Crow rebels, is dealt with, repents, and forthwith behaves himself; but what the Jackdaw steals is not temporal power, but a ring, a Cardinal's ring. In our secularizing way, we easily forget these are supernatural events. The ring is a symbol of spiritual power.

So, proclaims Fox-Tunicle, here is the image of the sinner, the Prodigal Son who returns and makes good. As usual, Fox-Tunicle is wrong. Because he likes the Jackdaw, he neglects to examine the Archbishop – a figure in a "great red hat" and "plum-colour'd shoes", attended by "nice little boys", who perverts the power entrusted to him and is overtaken in sanctity by the wretched being he curses for seizing the spiritual initiative. The Jackdaw is, obviously, Martin Luther.

Paul Griffin

Adrian is the name adopted by the only English pope; Mole aptly suggests the spiritual blindness of the larval hero. But the text fails, as does *Hamlet*, for the lack of an objective correlative as defined as Beowulf's Grendel or St. George's dragon. Partly this is because Sue Townsend shuns the direct allegory of *Pilgrim's Progress* and would give a spiritual autobiography like Rousseau's *Confessions*. But in eschewing the supernaturalism and God both good and evil of Hesse's *Damian* and lacking the exotic milieu of Camus' Outsider, She presents us with an untransfigured Billy Budd on dry land, a Heinz-baked-beans-devouring Werther/Stephen Daedalus of the comprehensive.

George Moor

Competition No68. Set by Scylla.

The American novelist Willa Cather once said: "Can you imagine anything more terrible than the story of Romeo and Juliet rewritten in prose by DH Lawrence?" The idea is, indeed, gruesome; but our competitors can, I'm sure, emulate or excel it. 150 words of prose or 16 lines of verse from an incongruous version of any Shakespeare play by any well-known author. (By all means, if you like, tackle the Lawrence "Romeo" option. It is, after all, DHL's centenary.) Closing date: October 16 (please post early).

Express alert

The arts world always has a tendency to cry wolf over cuts, but this time the crisis may be for real. The Arts Council's public announcement of its request to the Government – certain not to be met in full, as the new Minister has already intimated – is a reflection in part of its fear of alienating its own constituency further, and in part of the absolute necessity for the battle to be carried into the hard economic sphere. *Arts Express* is now living admirably up to its name and, starting this week, it is publishing a series of carefully researched and rigorously argued articles which analyse the effects of the abolition of the GLC and the six metropolitan counties.

The current issue looks at the administrative problems, the cultural arguments behind the GLC's present policies, and at the position of black arts organizations. One notable finding concerns the low level of commitment to arts funding in the majority of the London boroughs – and in six months' time the attitude of these bodies will be crucial.

The November issue will look at Merseyside and Greater Manchester, the December one at Tyne and Wear and the West Midlands and the January issue will investigate the situation in South and West Yorkshire. "We hope," say the editors, "that these articles will put a few weapons in the hands of the members of the resistance movement." One hopes they may also be read in Whitehall.

Michael Church

NYTGB dilemma

The National Youth Theatre of Great Britain is once more in dire financial straits. Texaco's sponsorship, which has enabled the NYTGB to expand its activities over the last four years, is to be withdrawn in December and there is still no help forthcoming from the Arts Council.

Michael Croft, founder and director of the company, has nothing but gratitude for Texaco, whose support was extended for a year beyond the promised period. He addresses the Arts Council with an exasperation now familiar to anyone interested in youth theatre work. The NYTGB is refused Arts Council grants on the grounds that it is an amateur organization. This despite the fact that other youth theatres, which were founded in the wake of Mr Croft's company, receive support from regional arts councils – which in turn receive their money from the Arts Council in London.

The National Youth Theatre has bred many famous names in its 30-year history – Ben Kingsley, Helen Mirren and Simon Ward among them – but it is as a showcase for the energies and talents of young actors, actresses, directors, designers, technicians and now writers who may or may not become theatre professionals that it should be most appreciated. And if, giving opportunities to such people can be written off by the Arts Council as "educational" and therefore someone else's responsibility this must be seen to be disastrously short-sighted. Members of the NYT company and their audiences will provide tomorrow's professional theatre with its support. If the Arts Council cannot regard the work of the NYT as intrinsically worth its help it ought to have an eye on its own self-interest.

Once again we must witness people whose energy and time should be being spent in artistic activity going round with a begging bowl in the hope that some bank or wealthy company will find it worthwhile to link its name to what is patently a worthwhile enterprise.

Heather Neill

Czech list

Once upon a time, for many of us, the forests, mountains and castles of Central Europe were the landscape of the bed-time story, hauntingly impressed upon the last waking moments of the day. The continuing vigour of this artistic tradition is shown by an exhibition in Bristol of children's book illustration which inaugurates the **Czechoslovak Festival** organized by the university's drama and music departments. A varied programme of events throughout October includes the British premiere of *Commedia dell'Arte* from Theatre on a String, entertainments from the Beskydy Dancers and from Chorea Bohemica, a displayu of contemporary stage design, lectures, films, jazz and concert performances of work by Czech composers, notably Edoardo Brizio, whose *Children of Terezin* is based on authentic writings salvaged from the concentration camp.

Marion Glastonbury

Details from The Bristol Czechoslovak Festival, Box Office, Colston Hall, Colston Street, Bristol BS1 5AR Telephone (0272) 22357.

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Joyce Macdonald

Screen mail

Barry Fox surveys electronic mail systems

Sometimes it is hard to see the subject for the details. It is like that with electronic mail or "email". Jargon is bandied around on the assumption that everyone understands it. Often the assumption is mistaken.

Think of electronic mail as a modern version of telex. Although the latest telex machines are electronic and may look like a computer, they work on the 50-year-old principle of connecting electro-mechanical typewriters to the end of a telephone line. Electric pulses sent down the line by one machine operate the other. Telex works on dedicated lines, that is to say telephone lines which carry only telex signals.

If two microcomputers are connected together by a multicore cable (usually joining their RS232 sockets), it is possible to send signals from one to the other. The signals can be computer programs or text messages.

At first sight, there seems no reason why two computers should not be connected over a long distance, by a telephone wire instead of a cable. In practice it is more difficult than it seems. But the difficulties can be overcome and that is how electronic mail was born. Two computers, across town, across the country or across the world "talk" to each other down ordinary telephone lines.

Obviously it is often inconvenient for both computer operators to be controlling their machines at the same time, especially if they are in different countries with different time zones. An electronic mail system relies on a large computer which acts as "host" to many small micros each working as a terminal. The micros do not call each other, they all call the host. The host takes messages from one microcomputer, stores them and passes them on to another micro when it calls in. For obvious reasons a system of passwords is necessary to ensure that each message can only be read by the intended recipient.

The big advantage of an electronic mail system is that people sending and receiving messages need not be operating their computers at the same time. Building on this basic block, the system can be refined to offer a wide range of extra services; for instance, the opportunity for every user to read and leave messages on a common access notice-board and search through a Prestel-like database of information. But the root principle always remains the same: a main host computer at the centre of a spider's web of communication, like a telephone exchange with a giant memory bank.

Electronic mail has a big future, for one simple reason. It is cheaper to send electronic data down a phone line than transport people or pieces of paper.

The biggest advantage of email is also its biggest handicap. The technology relies on home or small personal computers, which are now delightfully cheap. But this market is still absurdly immature. There is a chaos of non-standardization, the equipment available is frequently backed with incomprehensible manuals and many of the people who do understand what is going on, take a perverse pride in surrounding themselves with a moat of jargon.

The additional technology needed to connect computers to telephone lines is itself another jungle, again with totally inadequate instruction manuals. Vital facts about connection are learned by trial and error and handed down by word of mouth and personal instruction. Some email systems are made easier to use for the casual user, with hardware and software which is tailored for a specific job (for instance The Times Network Service).

This is fine, until the user hits snags, or wants to do something slightly different. That's when ignorance becomes an expensive and time-consuming luxury, like driving a car with no knowledge of what goes on under the bonnet.

One of the few points on which the crazy computer industry has achieved some kind of standardization, is the provision of an RS232 socket on the rear of the hardware. This large D-shaped connector serves as a combined input and output for digital signals, in a serial stream.

These digital pulses cannot, however, be sent down a conventional telephone line in their raw state – and the whole point of electronic mail is to avoid the need for expensive dedicated lines like those used for telex. The computer's pulses must be converted into analogue waves, similar to speech. This is done by a piece of hardware called a modem (MOdulator-DEModulator), which generates a range of different whistle tones. Some tones represent digital ones and others represent digital zeros.

Different sets of tones are used depending on the speed at which data is sent down a line. It can run at 75 bits per second, or 300 bits per second or 1,200 bits per second (often referred to, not strictly accurately, as 75,300 or 1200 baud). The signals can travel one way at a time, or in both directions at the same time.

The advantage of both-way travel (called full duplex) is that it lets the computer which is sending a message display the text on its screen only after it has bounced back from the distant computer. This way any errors introduced along the route are shown up as gibberish on the screen. Half duplex means that the computer displays its own text as it leaves.

The modem must be able to distinguish between in-coming and out-going signals, so they have to be of different frequency. The user must set the modem either to "originate" or "receive". For electronic mail the convention is for the host to "receive" and the home or school user to "originate".

The tones used in Europe are not the same as those used in America. Any attempt at direct communications between computers across the Atlantic is thus doomed to failure. People who buy email equipment in America will find it does not work in the United Kingdom. Note this warning well, because some portable computers which are ideal for email (eg Tandy Radio Shack models) may have built-in modems in America but not in Britain.

The host computer for an email system usually has several modems, which operate at different frequencies. Each has its own telephone number. The user sets the micro's modem to a chosen standard and then dials the appropriate telephone number for the matching host modem. If the standards do not match, nothing will work.

The micro must be programmed with "communications" software to work as an electronic mail terminal. The software controls the rate at which data is sent to the modem and down the line. It must also add extra bits to the data to the text which tell the other computer when each text character starts and ends.

Yet more bits of data may be added for parity checking; the computers count the number of bits coming in and parity check bits make the counts always even or odd. An incorrect count signifies trouble on the line. Seven bits are needed to carry one text character in standard computer ASCII code. But eight bits per character are usually needed to carry computer software codes as well. Hence the option of seven-bit "words" for sending text messages and eight-bit words for sending computer programs.

All this explains why anyone trying to set up an electronic mail system will be confronted with a bewildering choice of parameter settings, offered by whatever communications software program is being used with the computer. Don't be ashamed if you are confused. When I spoke with one company recently, they were unable to explain such basics as word length, parity setting, etc. The instruction manuals are not much help either.

There are any number of communications programs which let a computer control a modem and thus work as an electronic mail terminal. None is perfect, perhaps because no one can agree on what constitutes a perfect program. Everyone wants something slightly different.

As if all this wasn't enough to kill electronic mail stone dead, there is even confusion over the leads which are needed to connect the computer RS232 socket to the modem. Around half-a-dozen wire connections are needed inside the multi-way plug, and different designers have different ideas on what these leads should be and where they should go to in the plugs.

The only safe way to buy a modem for a computer, is to buy a custom-designed connecting lead at the same time.

For anyone dabbling with the technology and in need of a little practical advice on the set-up parameters, try these first. It could save hours of frustration. The chances are they will work. If they are wrong, you will get nothing on the screen, or gobbledegook.

Data rate 300 baud or bits/second; a word length of seven data bits; even parity; one start bit; one stop bit; line status set to enable X-on and X-off to let the system send control codes when the messages are flowing too fast for the computer to handle; use full duplex. The same parameters will also work for 1,200 bits per second in one direction and 75 in the other. But beware links that run at 1,200 bits in each direction. For two-way, duplex operation, at this high rate a special more expensive modem is needed. For services that offer the chance to download computer programs, try eight data bits and either even parity or no parity.

Obviously there is much to be said for buying a package of software, modem and lead, all together. That way most of the wiring problems are overcome without the user even knowing they exist. The snag in this approach is that user-choice is reduced to zero. This will not matter for schools which want to use TTNS as a message handling service and database. But it would be no answer for anyone in education who wants to branch out, and make their own decisions over electronic mail as a message-carrying service. In Britain at the moment there are four public electronic mail services.

Telecom Gold is an arm's length company set up by British Telecom. So far, by far the most aggressive email provider, Telecom Gold has around 30,000 subscribers. Bankers, lawyers, journalists and translators can all send messages to each other.

Earlier this year **The Times Network for Schools** went on line. "TTNS is based on the Telecom Gold public electronic mail service," announced the system providers, "forming a closed user group within it . . . technical requirements are the same as for any other Telecom Gold user".

TTNS claims 1,000 subscribers in schools round the country, has provided a satellite message link with a portable computer aboard the *Operation Raleigh* flagship and received a royal electronic message from Prince Philip.

The instruction manual for TTNS explains to people who have bought the necessary equipment how to plug in, load the accompanying software and key a bewildering set of instruction codes into the computer. If all goes according to plan, the TTNS user will then be able to send electronic messages to other TTNS users, browse through an electronic notice-board and access a computer database of financial and geographical information.

But talking with TTNS leaves the impression of a service which has been hurried into existence, probably to compete with the new Prestel Education Service. The TTNS instruction manuals assume an understanding of electronic mail, which many people will not have.

Although TTNS operates on Telecom Gold, using a Prime host computer housed at Telecom Gold's headquarters in London, TTNS is a closed user group. It is not part of the main Telecom Gold network. A school on TTNS cannot send an electronic mail message to one of Telecom Gold's "ordinary" subscribers.

TTNS charges £152 for the hardware-software kit needed to connect up a computer. From then onwards, there is a fixed fee of £69 a term on each mailbox. This covers unlimited access. But note that phone calls are charged extra by British Telecom. Telecom Gold's other subscribers pay even more on top of their phone calls. There is a minimum charge of £10 a month and at peak rates it costs 10.5p per minute to be on line to TG, also sending or receiving messages; it costs money to receive messages on TG, as well as send them. You have to pay to read something even if you don't want it.

Easy Link is owned by Cable and Wireless and tied to Western Union. It has a small number of users in Britain but says it now plans more aggressive marketing. Minimum monthly charge is £12.95, but reading messages is free. Sending them costs around the same as for Telecom Gold.

Comet is an email service offered by Istel, a subsidiary of British Leyland. There is a minimum monthly charge of £30, but no charge at all for being on line.

One to One began as a private company and has now been bought out by Telesis, an American conglomerate. One to One has a minimum monthly charge of £5 and cost on line is 10p per minute, but the first 30 seconds are free. This means that it costs a subscriber nothing to check if there is any mail to read. On Telecom Gold, for instance, it costs a minimum minute to make a check.

Prestel Viewdata also offers a limited message box service but the service was conceived as a means of accessing large data. The message service has been added later and message length is limited to one frame in one screen page of around 600 characters. It also now offers Telex.

Typical of the crazy computer email industry, there is compatibility between rival systems. Subscribers to one cannot send messages to subscribers on another. The only way is to pay extra and send a telex message from an email box, addressing it to an email box on another service.

Despite the obstacle course which the industry has created, electronic mail has much to offer the serious user. There is real advantage in being able to send a long text message, for instance a draft document, down a telephone line instead of hiring a messenger or waiting for the post. It would take less than 10 minutes of time on line to send this article by Email.

'. . . a main host computer at the centre of a spider's web of communication, like a telephone exchange with a giant memory bank'

UCCAPLAN 86
The UCCA book with details of all British Universities and hundreds of courses is now available on 40 or 80 track disc for the BBC B micro. Details from:
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PACKAGE AVAILABLE SOON FOR THE [illegible]

Commenting on Barry Fox's article, Gordon Jones, chief executive of the Times Network Systems Ltd said:
It is unnecessary for the average email user to understand technical details such as parity checking and bit patterns. Television viewers are not expected to do anything more complicated than switch channels, and the email equivalent can be built into access software to make email service selection an equally simple operation. Perhaps, as Mr. Fox says, there is a reluctance to be seen to "dabble with technology", but there are many more who would rather take the simplest route into a service which can be a valuable aid to both teaching and administration.

TTNS, which was, incidentally, launched as a pilot service in November 1984, attempts to cushion email users against the technicalities. Although British Telecom plans to introduce an Integrated Services Digital Network, which will bring easy access, there may be a long transition period when it is up to individual network suppliers to smooth the way for their members.

At the design stage, i.e.a.s made it very clear that TTNS should be a flexible vehicle to carry educational IT into the future. This has been achieved, the result being subsidized entry to a range of communications services, leading into Europe and the rest of the world. Anyone who wants to "branch out and make their own decisions over electronic mail", independently from some to do so – but be warned, the experience could be existential.

Travelling light

by James Bromwich

The Traveller and Viking England
Time Traveller
BBC Model B or RML 380Z
Price to follow
Dudley Software, Dudley Education Authority, Dudley, West Midlands DY1 1JQ.
Viking England Programs 1–4
BBC Model B, £31.26
Fernleaf Educational Software, 31 Old Road West, Gravesend, Kent DA11 0LH.

Teachers' guides can be deceptive; reassuringly balanced and positive, even imaginative. Yet the product supposed to embody these virtues can easily disappoint the user. *The Traveller*, endorsed by Dudley Education Authority, impeccably points out in its introduction that "the maturity of a pupil's awareness of chronology, like intelligence, depends on the total experience of the pupil both in and out of school". It is depressing then to be taken back by the computer program to an approach more suited to 19th-century rote learning methods.

Time Traveller is based on 10 small cards. Tiny black and white line drawings show representative events, features or people drawn from different periods. The program has five levels: sequencing, placing in BC or AD, putting into eras or periods, allocating to centuries, and a final level combining all of these. The user's role is to place each picture in the appropriate context.

The cards are crucial but doleful. Blurred and indistinct lines make a 3×4cm picture of a Nazi rally a mass of grey and black, only identifiable from the swastika. Many of the pictures might have a dubious charm for older teachers. King Alfred dressed in late medieval regalia, King Canute with a laurel wreath crown and a "dramatic" moment from the Wars of the Roses can be rightly identified as coming from "The Story of Britain in Pictures".

Yet it is not simply that the cards are tatty by modern standards. There are also many doubtful chronological categorizations and some straightforward inaccuracies. Long barrows were not a post 2000BC phenomenon, but started well before 4000BC; the Celtic Shield is not a Dark Age product, but one of the Iron Age; Stonehenge was both Bronze and New Stone Age.

Indeed the program demonstrates the difficulty and dubious validity of sharply defining phases of time. This is shown up when the "Iron Age" appears as an era and the "Dark Age" as a period, or when Roman galleys figure as a feature of only BC while Roman roads and the Roman testudo are equally unaccountably only AD.

Technically the program is easy to use, though not very stimulating visually, and the graphics are difficult at level five. Sound is used only once. The fundamental criticism is that the child is asked to carry out activities without any coherence or obvious logic – and then reinforces failure. Each correctly-identified picture scores positively once, but every inaccurate placing scores negatively, so nine out of 10 right answers can entail a higher negative score if a number of incorrect guesses are made about one picture. Nor is care encouraged: if "too long" is spent choosing, the program suggests a repetition of the card. But should learning be a race?

Viking England also frustrates, but to a less significant degree. It sets out to develop a "sympathetic understanding of others' experiences" by presenting the child of 10–13 plus with a series of choices. They follow a Viking raid, a decision to settle, conflicts of interest within the settlement, finally the responsibilities of a Viking Jarl (a lord) in an imaginary port.

Typical of them all is the first program, where the user chooses the supplies needed, the route to be taken, the site to be attacked and whether to stay longer or not. It is good at forcing decisions when the future is unknown and helping develop the understanding that choices have long-term effects. It provides the basis for fostering empathy but, like all the programs, suffers from a lack of information upon which to make the decisions; therefore events often seem capricious.

The teachers' guide rightly makes the point that the programs should only be used within the context of full topic treatment. Fernleaf will even provide a pack of Jorvik (York) Viking Centre information sheets to help. They successfully give the child the historical viewpoint, but do not provide enough evidence of the particular to allow really valid choices.

In program four, for example, the Jarl has the task of running a court. Perhaps a good topic treatment could give some sense of the context of justice in Viking England, but only the program itself could give more on the variations in character, the background of village life and habits and, indeed, some depth to the cases themselves. Yet all that is established is that questions covering the where, when and how are asked and guilt is automatic.

Viking England lacks sound and it could specify its use of graphics more effectively. The teacher's guide should point out the central role played by the "Return" key, but it is generally very user-friendly. It is a marked improvement on Fernleaf's earlier *Fletcher's Castle*, which dealt with the construction of a Norman motte and bailey castle. Most of all, in contrast to *Time Traveller*, it at least indicates the potential of what history is about – imagination and interpretation, not the "naming of parts". Perhaps their next piece of historical software will really deliver.

Water links

by Gorman Stafford and John Tuey

Canal
Cross-Pennine canal game
Computers in the Curriculum Project
Available for a range of computers, price £15.95 + VAT
Longman Micro Software, 33-35 Tanner Row, York YO1 1JP.

Canal is a simulation exercise set during a 50-year period in the Industrial Revolution. Students play the role of agents in two rival canal companies, setting out to build canals linking the booming industrial and mining areas of north west England – an area bounded by Lancaster, Leeds, Manchester and Liverpool.

After a simple introduction, players are shown a map of the area in 1770, on which are superimposed first rivers, then current water transport routes and then a network of possible canals linking towns across the Pennines. The first player is then invited to select a section of canal to build and to decide whether it should be broad or narrow. A contractor's report indicates the time it will take to build, the distance, the number of locks required and the cost.

A canal linking Rochdale and Sowerby Bridge, for example, would take 19 years to build, require 34 locks and 7.3kms of tunnel, and cost £570,000. Where possible, estimates correspond to the actual figures if that section really was built. Capital is provided by selling shares to local gentry and businessmen.

Each year decisions have to be made. Should the building of another canal be started? If so, which sections should be built? Should the project proceed on the basis of the contractor's estimates? Should a further canal be contemplated with the possibility of overloading the local economy's ability so supply labour and building materials? Financial circumstances permitting, should more shares be sold to raise money? In the interests of simplicity, toll income provides the dividends to shareholders, while inflation, maintenance and running costs are ignored. The exception to this is the provision of pumped water for certain difficult sections.

Real events intrude upon and influence business activity. Booms and slumps, the Napoleonic Wars, the construction of genuine "third-party" canals, changes in the region's industry and population are all introduced and contribute complications to the overall progress of the game.

The programme emphasizes four main points. Canal building was slow, traffic and income built up slowly, relief was a major route determinant and water resources were vital. The point is made that every time a barge passed through a broad lock, 50,000 gallons were released from the upper level to the lower. On some sections the contractor reports that the canal will be closed for certain days a year due to water shortage.

This is not a traditional competitive game with straightforward winners and losers. The first company begins work in 1770; the second does not start until 1794. The specific conditions relating to the construction of each canal make simple comparisons impossible. Success and failure are relative and some prolonged discussion may be necessary to tease out the business acumen of the rival companies. The merit of this model is that it brings together so many of the factors which had a bearing on the economic activity of the period.

The game played properly is long and is not for the faint-hearted. It is appropriate for use in the upper age ranges. Pupils will need to study carefully the detailed and well-produced background information as well as a relief map of the area. Graphics are limited to the map and do not extend to animation. No facility is provided for saving a position and returning later. There are simple operating instructions [illegible]

bits

CRIME PREVENTION
Teaching crime prevention and encouraging better relations between young people and the police are the objectives of a unique computer package developed by Dyfed-Powys police.

Devised to run on schools' BBC Micros, the package contains three computer games together with teachers' notes and accessories. It is available from Carmarthen computer company GBA Macsen (who is marketing the package for the police) price £15.00.

The games coincide with the development of Home Watch, a neighbourhood crime prevention scheme, in Mid Wales. Game one, "Billy the Burglar", shows how vigilant neighbours outmanoevre a burglar. It's hoped that this game will encourage pupils to educate their parents about crime prevention.

The second game "Peter Mann" (safebreaker in Criminalese) is a logic test whereby pupils guess the computer safe's combination. When they succeed, the message is clear – "Although you can crack this sfe, you cannot erase the post code system of property marking. So mark your property".

The teachers' pack will include a stencil of each school's post code together with a marker pen so that pupils can code school property. This will benefit schools directly – break-ins are increasing rapidly in Wales.

Game 3, "Katy the Cat Burglar", teaches youngsters not to make life easy for burglars.

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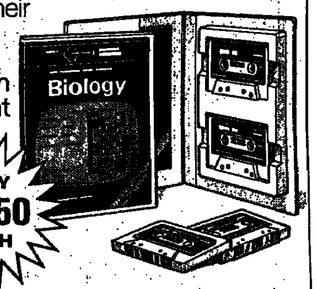

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SCHOOLS TV
Scene
BBC2
Salt on a Snake's Tail October 9, 11.40am; October 11, 2.00pm
Every Night We Draw the Shutters October 16, 11.40am; October 18, 2.00pm

Dharminder Gill as Jolil and Zia Mohyeddin as his father Mr Miah.

Defensive attitudes

Ashok Bery on two programmes which focus on racial violence against Asians

In recent months, racial harrassment, always an undercurrent in areas such as the East End of London, has surfaced once more in the headlines. Four members of the Kassam family died in a fire at their Ilford home, and there have been several other incidents of possible arson. These are only the most widely publicized of the events. Last year, 144 racial attacks were reported in the Metropolitan Police District; and even this figure may not give a true picture. There are claims that, for every attack which is reported, five go unreported. The trial of the Newham Seven has highlighted a different trend: the growing belligerence among young Asians, who are tired of being victims.

Two well-timed programmes – a play and a documentary – in the "Scene" series focus on racial violence against Asians. The play, *Salt on a Snake's Tail*, adapted by Farrukh Dhondy from his own short story, has already been shown on BBC 2, but provides a useful introduction to the issues and to the first-hand experiences recounted in the documentary. Jolil Miah, a 14-year-old schoolboy, dreams of being a new Bruce Lee. His father, a tailor who does contract work for local factories, is a devout Muslim, concerned that his children are becoming "godless in this wretched country", and sceptical about the usefulness of organising the community to protect itself against racial attacks.

The father's pacificism and fatalism anger his more militant elder son, Khalil, who thinks of what he is doing as a jihad (holy war). On their way back from the local street market one day, Jolil and his father are assaulted by two white youths, but manage to escape; one of the youths is later found stabbed.

Dhondy says that he wanted the play to offer "insight into the emotions raised by racial conflict. But I wanted to say that there is more to us, to our life, than racial conflict. I deliberately set out to see Asians not simply as 'victims of racial harrassment". The interest of the play lies as much in its portrayal of a family and a community as in its depiction of racial confrontation: the men at prayer, father and son working together to complete a tailoring contract, and, above all, the differences between the generations in the Miah family. As Jolil puts it in an interior monologue: "My dad, he closes his eyes to England. It's not important to him. A little threat, a little discomfort, that's what life offers here, anywhere . . . . The white kids, I understand the language they speak, the jokes. Dad says don't listen to them, they make a noise like crows in the trees towards sunset. They are nothing".

It is possible that the idea, mentioned by Farrukh Dhondy, of the Asian as victim, contributes to some of the violence against the community; a stereotype of docility or passiveness might lead aggressors to act on the assumption that Asians are soft touches, easily intimidated and unwilling to fight back. This is a picture that the documentary, *Every Night We Draw the Shutters*, should help to counteract.

In it, young Asians describe their experiences and talk about their reactions to violence. A boy shows a 26-inch scar, the result of a knife attack; very young children describe being abused by older children in a park (and were being abused even while the BBC crew was filming them); a girl describes an attack on her house.

The programme goes on to look at other matters that are inextricably entangled with that of racial harrassment: the role of the police and the effects of housing conditions. The different views on these are well-known. What should the police do? Are they doing enough? Are they over-reluctant to acknowledge racial motivations in violence?

But the emphasis comes back to the young. Far from being intimidated, they are responding with firmness and purpose. It is no longer a question of "immigrants"; many were born here and are determined to fight for something which most people take for granted – the right to live their lives free of the constant threat of violence.

A girl interviewed for the documentary says: "If we did move, that means they've won, and no racist is going to win". And another teenager states: "We're here to stay. They're not going to frighten us into moving away.. We're not going to hide behind corners and pretend that they don't notice us. We're going to fight and we're going to win. It's as simple as that". More and more people in the Asian community are beginning to echo the slogan of the Newham Seven "Self-defence is no offence."

British diseases?

SCHOOLS TV
What's Wrong with Britain?
BBC2, Sept. 23 and 30 (2 parts, repeated Sept. 27, Oct. 4, 7, 11, 14 and 18).

"Without a job . . . it's not easy to look forward with any confidence to the future." The sixth former who said this understands the importance of one aspect of the British economy, though he may not take a lively interest in the decline in manufacturing industry or variations in the exchange rate. A number of other television programmes have examined the same question of economics ("Whatever happened to Britain?") as Bruce Jamson's general studies series. The merit of this one is that it is aimed at a specific group of students and that, by linking the topic to their concerns, it overcomes the first obstacle in introducing the subject in general studies.

It does this in three ways. First, by using two seventeen year-old presenters, Jennie Walmsley and Tom Wright, who conduct interviews and provide continuity as the programme moves from an examination of Britain's decline to comparisons with other countries, notably Germany. The second is to highlight the importance of training, using this as a guiding theme in both programmes. This leads on from a brief survey of Britain's industrial decline to an analysis of the effects of technological change, differences between North and South, availability of vocational training (comparing apprentices at the BMW works in Cologne with students on a YTS course) and the underlying attitudes which help to explain these differences.

Finally, programme two picks up the theme of the low standing accorded to industry as a career in Britain, by suggesting its origins in our class and school system. "I don't believe Britain has ever liked industry," Ralf Dahrendorf says, giving an outsider's view of a highly stratified society. Of course, not all Britain's problems can be ascribed to the low status of the industrialist – and the chairman of ICI, who makes the same complaint, is not badly rewarded for his low social status. But visits to two public schools do raise some important questions about British attitudes to technical work.

The first, perhaps surprising observation, is that all those interviewed, from the headmaster of Westminster to the sixth formers at Marlborough, accepts that the system is unfair and divisive. She might have put the same point to Dr John Rae as he delivered his thoughts on our divided society.

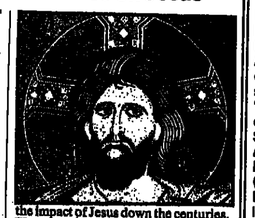
These signs of changing attitudes may only be superficial. At Marlborough, a sixth former talks airily about leadership ("one hopes certainly to be able to lead others"). Only in hierarchical groups like the Army is leadership a quality in itself, derived from rank rather than from superior skills or attainments. Yet, as Ralf Dahrendorf points out, "there is a price for economic success" and a more efficient society may not necessarily be any happier. This image of Britain as a contented backwater, a decaying country manor where everyone knows their place, is an attractive one, especially to foreigners. I doubt if it has the same appeal to the 16-19 year-old viewers facing unemployment who will watch these programmes and find a lot to discuss in them.

Robin Buss

Religious accent

Alan S Brown reviews a series on Jesus

SCHOOLS RADIO
Jesus
Broadcast September 16–20 1985; repeated January 8 onwards
Jesus through the Ages
Radiovision £7.00 + VAT
The World Jesus Knew
Radiovision £7.00 + VAT
Ten programmes: A Nation in Turmoil; Galilee; The Kingdom; The Entry into Jerusalem; The Arrest; The Trial; The Crucifixion; The Resurrection.



The publicity for this new ten-part radio series aimed at the lower secondary age range makes much of the fact that Jesus (and each person from Galilee) has a Yorkshire accent. The purpose is to demonstrate the importance of regional influences impinging on the events of Jesus' life. To a reviewer who has lived in Yorkshire for many years the connection of Jesus with the county of Freddie Trueman, Geoffrey Boycott and even Harold Wilson came as no surprise, this series simply confirms what Yorkshire has known for years.

The broadcasts are introduced in a lively fashion by Rosemary Harthill and the dialogue, generally, fills out the Gospel narrative in such a way that Jesus is seen as a very human, energetic and lively figure. The accents in the dialogue compare interestingly with Ms Harthill's tones and the "Home Counties" accents from Jerusalem. It certainly gives the plays vigour.

Of the two Radiovision programmes I much preferred "Jesus through the Ages" though this was largely because I dislike the sort of artists' impressions used in "The World Jesus Knew". Although the quality of the work is good, they seem static and dull, almost lifeless; but some teachers do like them and use them frequently.

The other reservation about "The World Jesus Knew" concerns the children's voices, they seemed a bit young and the young boy's voice reminded me of Jimmy Clitheroe (the eternal schoolboy familiar to those over 40). The text is interesting, however, and will be well used.

"Jesus through the Ages" provides enough material for a major project – each photograph has a wealth of detail – and it gives a superb introduction to the impact of Jesus down the centuries. The notes apologise for the selection being largely from Western Europe and that is a disappointment. RE teachers do need more material which indicates the world-wide aspect of the Christian religion and surely BBC archives could have helped.

This is a long and detailed series providing a lot of background material for the teacher. Like all playstyle material, it can be a little uncritical and we have to remember that the plays are based on Gospel accounts which are not impartial. The dialogue is well written but Jesus is made to say essentially what the Gospels proclaim with a few more human touches – to tread a theological tightrope.

Clearly the producers are relying upon the skilled RE teacher (and there aren't enough of them) to bring out the more critical aspects. The programme notes don't do this, though they do provide a plethora of information well set out and easy to follow. I do wish phrases like "the Sabbath (the Jewish Sunday" could have been avoided.

Occasionally the writer of the notes does seem to be very sure about what people did and thought as though he had actually been there. Personally I find a great security in the lack of certainty about what is reported to have taken place, what this or that group thought. Human beings are complex creatures and the complexity was surely present at the time of Jesus.

The final criterion in all cases must be "Would I use it?" The answer is an unqualified "Yes". I might use the filmstrips differently and I might use the tapes to support teaching I was already engaged in about Jesus rather than as the jumping off point, but I would buy them and use them a great deal.

briefings
radio & tv

For schools

JOB BANK
(Monday, 9.15, Wednesday, 13.15 BBC2)
"Fashions and Clothing" aims to give 14 to 18-year-olds an idea of the variety of work available in the industry.

LET'S GO MATHS
(Monday, 11.08, Wednesday, 9.52 ITV)
Lesley Judd presents this series to familiarize children in their first year at school with the basic principles of mathematics. Here the story, "The King's Birthday Pudding" provides an opportunity to discuss different shapes and numbers up to four.

THE FRENCH PROGRAMME: ACTION TÉLÉ 1
(Monday, 11.39 ITV)
A modular programme for secondary school children about a café-restaurant.

NB DEUTSCH FÜR DIE OBERSTUFE
(Monday-Friday, 00.30 VHF4)
A miscellany of programmes for use with sixth form students includes items on Carl Zuckmayer, Handel, Cologne, the 150th birthday of German railways and topical news.

EVOLUTION
(Tuesday, 10.48 ITV)
A pair of programmes for students of A level biology on "Relationships". Begins by comparing similarities in structure in species which exist in totally different habitats.

SCENE
(Wednesday, 11.40, Friday, 14.00 BBC2)
"Salt on a Snake's Tail" by Farrukh Dhondy. See review by Ashok Bery.

FIRST STEPS IN DRAMA
(Thursday, 9.50 VHF4)
A series to introduce seven-to-nine year olds to drama and give help to non-specialists teachers. The first part of "Saxons and Normans" encourages children to become characters in a small Saxon farming community.

ADVANCED LEVEL STUDIES: HISTORY
(Thursday, 11.45 BBC2)
In "Munich" historians provide up-to-date information on the policy of appeasement. The re-appraisal of the British Government's actions in the 30s following the release of official archives shows students how to tackle new documentary evidence on a well-known topic.

NEWSCAST
(Thursday, 14.40 VHF4)
This weekly current affairs series offers two programmes linked to the TV "General Studies" unit on "What's Wrong With Britain?". See "British Diseases".

Continuing education

TÉLÉ JOURNAL
(Sunday, 11.20 BBC1)
A repeat of last Monday's news on French TV, edited and presented in English by Chantal Cuer.

WOMEN IN SCIENCE AND TECHNOLOGY
(Sunday, 12.10 BBC1)
A short series of two programmes as a direct contribution to the national initiative on Women in Science and Engineering. The first is a film made by the ILEA on the experiences of a group of young women who have chosen careers in science and engineering.

DEUTSCH DIREKT
(Sunday, 17.30, Rep. Saturday, 16.30 VHF4)
The radio part of this new mult-media series for beginners in German. Aims to encourage students to speak everyday German in a variety of situations.

4 *Titles Available For Recording From Sunday 6th October 1985*

Approximate Transmission Times

Sunday 6th October
2.00pm POSH: Roy Clarke *Pre Code B*
3.15pm Roy and Rod *Pre Code B*
7.15pm Heart of the Dragon: Mashiqing – Ki-gong *Pre Code B*

Monday 7th October
10.00am The Pirate Tribe: A World Market in Jobs *Pre Code B*

Tuesday 8th October
3.30pm Anything We Can Do – Series II: This is Mine I Thought – Request *Pre Code B*

Wednesday 9th October
8.30pm Diverse Reports *Pre Code B*

Thursday 10th October
8.00pm Bandung File: The New Encounters *Pre Code C*

Friday 11th October
7.30pm Right To Reply *Pre Code A*
6.10pm A Week In Politics *Pre Code B*
10.30pm Wall Being: Fit To Load *Pre Code B*

For more information contact:

QUILD LICENSING
6 Royce Road,
Peterborough PE1 5YB
(0733) 315316
Late Changes (0733) 312152

Game for anything

Angela Humphery takes T-shirts to Tanzania and has a decent cup of tea in Kenya

"I told you we'd see snow in Africa!" cried one small boy to another as we came in to land at the foot of Mount Kilimanjaro, its snow-capped peak piercing the clouds.

Solomon and Isse, our drivers, introduced themselves to our group of ten (two retired couples, a young couple, two French guys and us) and we piled into the two mini-buses which were to be our transport for the next week while on safari in Northern Tanzania. We drove into Arusha, past the Cosy Cafe and Snacks Inn and Chit Chat Snack Bar, stopping at the Mount Meru Hotel for lunch and a much needed change of clothing having flown out of a British snow-bound January and into the East African sunshine just south of the equator.

That afternoon's drive brought us to Lake Manyara National Park where we were to spend the night at the Lake Manyara Hotel, perched high above this wildlife sanctuary with the wall of the Great Rift Valley forming the backdrop.

Next morning we opened the top of the minibus and drove down into the park. At the gate a man was selling Shell Touring Maps for 100 Tanzanian shillings each. With the rate of exchange at around 20 shillings to the pound, they worked out at a fiver apiece. However, having been told that we could trade old T-shirts, sweaters, shoes, jeans and pens for ebony carvings, I'd brought along a bag of cast-offs and bartered a T-shirt, a packet of toffees and three ball-points for a map!

Not only were Solomon and Isse to be our drivers, porters and guides but they were to be our game-spotters too and with their eagle eyes we were able to pick out at a distance a row of grazing zebra pointing their pedestrian-crossing rumps at us. A baboon sat on a rock clutching a baby with huge eyes and transparent pink ears, a giraffe unrolled its long green tongue into a thorn tree and guinea-fowl ran hither and thither, their bright blue necks glistening in the sunshine. Blue monkeys swung from tree to tree, 20 or so elephant ambled into a clearing and, as we drew up to the shore of the lake, a Goliath heron and two Saddle-billed storks took flight. A white egret was preening itself on a big flat rock in the water. That big flat rock turned out to be a hippo.

However, what we didn't see is what this park is famous for – the tree climbing lions who spend the heat of the day asleep, their legs and tails dangling from the branches.

After lunch we left Lake Manyara, driving for hours along rough roads. It was on the Serengeti Plain that we first encountered Masai warriors grazing their cattle, their tall slender bodies gleaming with fat and ochre, red shawls slung about their ebony shoulders and half a myriad of minute plaits. One sported a digital-watch which, no doubt, he'd traded for having his photograph taken.

As we entered the 5,000-square-mile Serengeti National Park clouds of gazelles leapt out in front of us; a family of bush-pigs, tails erect, ran for their lives; a pair of ostriches strutted by and five hyenas slunk out of a rocky mound. Two dik-dik (terrier sized deer) froze and stared at us and herds of elephant, zebra, giraffe, buffalo and topi roamed the huge horizon. It wasn't difficult to believe that three-million animals live here in this gigantic open-air zoo.

Just before we reached Seronera Wildlife Lodge our drivers spotted a pair of cheetah stretched out on a rock basking in the evening sunlight. Minutes later the sky turned blood-red silhouetting two vultures perched in a tree.

The Lodge is built into gigantic rocks with a spectacular view of the park. Like everywhere else in Tanzania, the rooms were spartan but clean, the water never hot and the electricity cut off from 11pm until 7am (I got up at six to pack and had to do so by torchlight); the service slow, the food dull (carrots with everything) and the drinks pricey.

As dawn broke we drew our curtains to see a porcupine run under a rock and as the sun came up six hyrax appeared upon it to warm themselves in its rays. After breakfast we went on a game-drive coming close enough to a pride of lions to hear the tongue of a lioness licking the ears of her cub. In fact, it wasn't so much a pride of lions as a heap since 20 or so lay one on top of the other fast asleep under a yellow-barked fever tree.

From Seronera we doubled back on our tracks until we came to the Ngorongoro Crater, known locally as "The Eighth Wonder of the World". From the Lodge, perched 2,000 ft above, we took elapsed out old Landrovers down into this one-hundred-square-mile collapsed volcano. In the centre of its vast amphitheatre is a beautiful soda-lake, formed by volcanic ash mixing with rain; its shores pink with flamingos.

Its varied habitat supports over 25,000 animals which take little or no notice of the four-wheel drive vehicles that speed across the crater floor.

Five years ago there were more than 70 rhino in the crater but due to poaching today there are just nine – the horn fetching £16,000 a kilo, more than gold dust. We were lucky enough to see three of them whirling to face us like great grey armoured tanks. By far the most numerous species are the wildebeest – around 13,000. In fact, we watched a wildebeest cow give birth and gently nudge her calf up on to its feet. Then it took its first few wobbly steps. Minutes later it was dead, a hyena had got scent of it.

Crossing from Tanzania into Kenya is a culture shock. From Arusha we flew right over Mount Kilimanjaro, staring down into its volcanic crater, landing in the modern bustling city of Nairobi. The first thing we did was to have a decent cup of tea and then take the City Tour which includes the famous Snake Park where a notice warns that TRESPASSERS WILL BE POISONED!

A one-hour flight took us down to the coast. After a week on safari a week of sun, sea and sand seemed like a good idea. There at the Mombasa Beach Hotel we had all mod cons, no power cuts, plenty of hot water, delicious food and drinks at affordable prices. Breakfast and dinner are eaten in the open-air dining-room where there's a nightly cabaret and dancing.

So why didn't we skip Tanzania and come to Kenya on safari? Because for every lion you see in Kenya there's a circle of minibuses full of chattering tourists. For every minibus in Tanzania there's a circle of lions!

There's always a gentle breeze as the hotel is high up on a cliff overlooking the white talcum-soft sandy beach where there's a disco in a cave, a bar and barbecue, windsurfers and glass-bottomed boats waiting to take you out to the coral-reef to goggle at the rainbow-coloured fish.

Each afternoon around 3pm a man pushes his bicycle along the beach, the baskets either side bulging with ripe juicy pineapples. For about 50p you can have an instant thirst-quencher on a stick. Holding the fruit by the stalk he slices off the husk with a machete and then quarters it. Having covered ourselves with pineapple juice there was only one way to wash it off and that was to take yet another run down the waterslide, plunging into the pool on the beach. So addictive was this combination of pineapple-and-waterslide that we found it difficult to tear ourselves away to take a tour of the island city of Mombasa.

Mombasa is linked to the Nairobi road by a causeway, to the north mainland by a bridge and the south mainland by a ferry. It is more Asian than African in its architecture because in the ninth century dhows, carried by the north-east monsoon from the Persian Gulf across the Indian Ocean, made their way along the East African coast looking for an opening in the reef. They found such a place at Mombasa and it became a port of call not only for the Arabs but for Indians, Persians, Portuguese and the British.

The old town is by far the most fascinating part of the city where Fort Jesus, a Portuguese stronghold, stands on a coral ridge at the entrance to the harbour. The area just north of it comprises the mosques, shops and stalls selling silk and spices, goldsmiths, perfume merchants and ivory and horn-carvers.

Since January, February and March are the worst months in Britain, but the best in East Africa for game as well as weather, this particular combination of safari-sun-sea-and-sand makes it the perfect winter escape.

How to Get There: Wings Faraway Holidays, Rank Travel Ltd, Travel House, Broxbourne, Herts, EN10 7JD. Tel: (0992) 87211. Tanzania/Kenya two-centre holiday from £993.

For further information on Tanzania contact the Tanzanian Tourist Office, 77 South Audley Street, London W1Y 5TA. Tel: 01-499 7727. Do have all recommended injections (yellow fever, cholera, typhoid and polio) plus immunization against hepatitis, and take malaria tablets plus all medicines, insect repellent, water-sterilization tablets, a torch, plenty of film, binoculars, a water-bottle, spare batteries, soap, loo paper and old clothes for trading. Stock up at the duty-free at point of departure.

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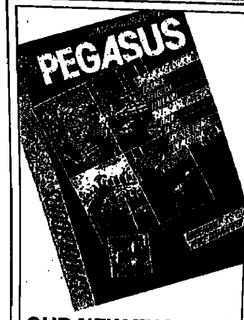

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Round the town

Diane Spencer suggests a winter break in London

If you are tired of London, you are tired of life, said Samuel Johnson. Although he wrote this before motorways and monstrous tower blocks wreaked their havoc, most capital city dwellers still believe him.

It is a dirty, noisy, maddening place but once savoured, like good wine, it is hard to give up.

However, to a first time visitor, London can be a disappointment. I've heard of a Yorkshire acquaintance hardly venturing beyond Oxford Street and hating it. Not surprising. So do I. London has its tacky side like any other city.

If you have limited time to spare it pays to plan carefully. Several companies will take the agony out of travel to and from London and within it as well as booking your hotel. (Capital Breaks, for example, have a two-night package including bed and English breakfast in a good class hotel, rail travel, three-day London Transport explorer pass and a booklet of discount vouchers for excursions, entertainment and restaurants.)

Decide what you want to do and see. Above all be realistic. Don't try – as our American cousins often do – to tackle changing the guard at Buckingham Palace, Madame Tussaud's, the Tower of London, Hampton Court Palace, Harrods, the National Gallery, tea and Fortnum and Mason's and a show in Drury Lane all in one day.

Instead of the "if it's Friday it must be London" syndrome, it might be more rewarding to be selective about which aspect and which area of London you would like to explore.

If culture comes high on the list it is worth checking on the lesser known properties run by the Victoria and Albert Museum (which, of course, is not to be missed). These include Apsley House near Hyde Park Corner, which has been wonderfully restored with many superb Spanish pictures donated by a grateful nation to its original owner, the Duke of Wellington.

The Museum of London in the Barbican, famous for rescue archaeology, has treasures scooped up and preserved hours before the pile drivers laid foundations for yet another office block.

For children or adults with a fascination for mechanical engineering with loud bangs, the Science Museum is essential.

Unfortunately, the last two are at the opposite ends of town so it would be better to concentrate on the South Kensington area in one day. (Otherwise, do one in the morning and the other in the afternoon with a little light refreshment in between.) If one spot of culture a day is as much as the brain can stand, take in a park, the zoo or a river trip for the other half – perhaps to the Tower or to Greenwich to see the Observatory.

But if thoughts turn to shopping – unless it is the really serious Christmas variety or sale time – why not try a street market? In Portobello Road, near Notting Hill, a bargain/antique might be found on a Saturday morning; on Sunday morning try Petticoat Lane, round the corner from Liverpool Street Station, for clothes. Camden Lock near Camden Town also has a thriving weekend market.

These are the best known but there are plenty more – the Cut near Waterloo, Leather Lane north of Holborn and Berwick Street, Soho all have their own atmosphere and specialities.

It is fun to stroll around Covent Garden – saved from the bulldozers and property developers when the vegetable and fruit market decamped to Nine Elms, for the sake of progress and efficiency. Its old glass-domed roof now resounds to the music of string quartets and buskers, cries of market traders and street theatre against the cacophony of conversation from wine bars and pubs. There are also plenty of shops and restaurants in the Covent Garden area, which is only a short walk from the Strand to the south and the British Museum to the north.

In contrast to this hustle and bustle take a Saturday visit to the City of London. During the week millions rush in and out. But on Saturdays the area from the church of St Bride's in Fleet Street to St Paul's Cathedral is quiet, and becomes even more so by the time you reach the monument to the Great fire of London, several other Wren churches and the Bank of England itself. Quite an eerie experience. Impossible to imagine the rush 36 hours away.

The corollary of this commutorism is the odd nature of the licensing laws. Few city pubs open beyond 8 pm and even fewer at weekends. The Barbican with its arts centre is a haven of culture and refreshment.

Almost any type of cuisine is available in London but it is easy to have a bad meal as well as a good one. If you take a Capital Break, the newly furbished Rembrandt Hotel near the Victoria and Albert offers good, safe if unexciting food. The same can be said of the other hotels in the package, but as dinner is not part of the deal and, if feet can stand it, why not be adventurous? The small print of the menu outside will tell you what is included and excluded – VAT, service, vegetables, cover charge – then work out how much it will really cost, then browse a little.

Soho has many excellent Chinese and Italian restaurants amid the allen porn. Charlotte Street, just west of Tottenham Court Road, will take you from Italy via Cyprus to the Far East.

Don't forget to buy at least one of several weekly guides to what's on in London: *Time Out* or *City Limits* are among the best. Book well ahead for the most popular musicals, plays or operas. In any case, there is always lots to do in the evenings – to suit all tastes if not all pockets.

Capital Breaks' new winter brochure is now available from travel agents or from Capital Breaks Ltd, 11 Thurloe Place, London SW7 2KF, tel 01-581 1414. Prices including rail travel start at £65 for those in the Home Counties up to £102 if you live in the north of Scotland. A special deal is available for visitors from Northern Ireland.

Roads and rivers

Francis Kellaway rounds up a selection of guides to the British Isles

There is an emphasis on major features of urban and rural Britain, rather than on superficial guide-bookery, in recent publications. Authority and expertise shine, for example, on every page of **Discovering Landscape in England and Wales** (Allen & Unwin, £12.95) by Andrew Goudie and Rita Gardner. A wide geographical spread of some 65 sites illustrates the variety (geological and topographical) which has determined the development of towns, communications and patterns of farming, and provided unrivalled scenery and recreational opportunities. The evolution of our landscape and the pleasures to be obtained from understanding more about what we see have rarely been more effectively presented.

A more detailed account of one specific region is the subject of **Snowdonia's Landscape** (Allen & Unwin, £4.95) by John Whittow. Car routes, walks, and views are competently indicated, together with guidance about weather, crowd avoidance, and local natural history.

Mr Whittow is co-author with Brian Knapp of another volume in the Unwin Landscape Guides, **Britain from the Road** (£4.95) is revelatory about the natural scene; the fashion in which our great highways have been created and the things that can be appreciated by travellers. The story moves from Roman roads to motorways, and is complemented by clear photographs.

Pictures of a different nature are in **Britain from Space** (Taylor & Francis, £12.50). Unique is a dangerous claim to make for any book, but this atlas of "landsat images" can have few rivals. Thirty-two plates, accompanied by interpretive maps and a lucid text, reveal the potential of the Landsat satellite. The techniques of satellite imagery, the sensing of activities on the land, and the processes of collecting and analysing data are explained. Here is, literally, a different view of Britain.

Next in a pleasing conglomerate are two paperbacks, each about a famous river. **The Book of the Thames** (Macmillan, £6.95), by Alan Jenkins, offers history, description and commentary, entertainingly written and lavishly illustrated with photographs by Derry Brabbs.

Ron Freethy writes with a naturalist's pen about **The River Mersey** (Terence Dalton, £6.95). How many still think of the area in terms of industrial grime and waste, or know of the relationships between the Mersey, other local rivers (not least the Irwell) and the canals (obviously including the Manchester Ship Canal)? Mr Freethy gets the balance right and is able to point to localities with a "rich tapestry of wildlife" and delightful scenery. He is a congenial companion with whom to appreciate a much maligned part of England.

So, from above the surface to beneath it. **London under London** (Murray, £14.95), by R Trench and E Hillman, not surprisingly sold out its early printing in a matter of weeks. A witty, erudite review of rivers, sewers, railways, industry, public services, and much else, explains the life of what the authors neatly term a troglodyte city. They map it all, in "ruins as well as space".

The Fleet river may be reasonably well known, even if unseen today. There is still a Beverley Brook through Barnes, but what of the Tyburn, or Westbourne, Effra and Falcon, among a score of streams and springs? What, too, of the use of the underground railway system as air-raid shelters during the last war, or the time when it housed an aircraft components factory? How are gas, electricity and the postal services conveyed? Who tunnelled under the Thames and why? The answers are all supplied, with a history running from the Roman occupation to the construction of the Thames flood barrier. For overflowing measure, just a mention of a quartet of other topics – crypts and car parks, cellars and cable television. There is no need to go on; the obvious word is comprehensive.

Three works from Robert Hale exemplify differing, all equally successful, modes of interpreting the English scene. Edward Storey's **Spirit of the Fens** (£9.95) ranges from Cambridge to the Wash, and westwards to Peterborough and Stamford. This generous extension of the boundaries allows a discursive narration to include Duxford airfield, the Fitzwilliam Museum and cathedral music alongside life in Erith, Ely or the Wiggenhalls.

A Picture of Buckinghamshire (Hale, £9.95) by Elizabeth Cull and Elizabeth Ogan is a friendly description of a county that includes much of the Chilterns, Olney, Wendover and innumerable appealing villages, but can also cope with the advent of Milton Keynes or the despoliation of Aylesbury. Hasty motorists on the M1 and M40 will miss most of its attractions. These are best discovered on foot.

Pedestrians are the target of James Southworth's **Walking the Roman Roads of Cumbria** (Hale, £6.95). Those who "like to mix the sheer pleasure of walking with a knowledge and awareness of the countryside" are led, with full instructions, over seven of the routes devised by the Romans (others will be dealt with in a later book). There is a nice speculation as to whether the motorways will be as traceable in another 2,000 years; and welcome advice on good hostelries offering rest and refreshment.

Phaidon Press issue a series of "cultural guides" to different countries. It may be presumed that they are primarily for the benefit of foreign visitors. The latest deals with Great Britain and Ireland (£11.50). It is good, but discriminatory, with a heavy bias towards antiquities and celebrated buildings. Evocative photographs and a genial commentary bring culture to everyman.

Admirably complementary is the Automobile Association's **Where to go in the Countryside** (£14.95). Our rural heritage is encapsulated in a magnificently illustrated narrative. Good maps and a full index facilitate reference to hundreds of items dealing with architecture and natural beauty spots, notable houses to visit (with details of opening hours, location, etc), the flora and fauna of different regions, folk customs and ceremonies, and the need for conservation and preservation.

Among the bodies prominent in this last-named cause is, of course, the National Trust. Patricia Beer has written **Wessex** (Hamish Hamilton, £12.95) to cover Trust properties in that area, at least, in the four counties of Avon, Dorset, Somerset and Wiltshire. These, apparently, constitute what National Trust administration calls Wessex, but how neighbouring counties, in particular Hampshire, can be excluded is a mystery. And, because the work is concerned with the Trust, many worthy edifices are also excluded.

More all-embracing is John Julius Norwich's **The Architecture of Southern England** (Macmillan, £25). True, he is selective and his judgements could sometimes be challenged as idiosyncratic. He is not infallible. (Castle Drogo at Drewsteignton is not built of Cornish granite, but of local stone, and the whole mass was raised by just two men.) Overall, however, there is no more reliable mentor.

Lord Norwich stresses that his is an authology, not a catalogue. He provides "succinct but informative descriptions" of buildings that make a personal appeal to him. "They might be old or new, religious or secular", and with England "fantastically rich in architecture" only a representative sample could be listed. But it is a large sample, including the pick of the glories of the southern counties.

This could well gain the gold medal among this year's publications. If so, a leading contender for the silver would be **The English Village Green** (Hale, £10.95) by Brian Bailey. His milieu is the heart of the rural community, the venue for meetings and events, markets and recreation. An imaginative reconstruction of life on and around the green throughout the centuries is vivid and entrancing. It is a reminder of all that is best in Britain. Typical are the village greens at Finchingfield in Essex, Barrington in Cambridgeshire (but why no mention of the geese?), North Bovey in Devon, Bourton-on-the-water, Milburn, and Nun Monkton in North Yorkshire. But there are over 100 times more than these among the greens celebrated in this beautifully illustrated and produced volume.

Drawings by Michael McGuiness

Jogging the memory

David Norris follows the Pheidippedes trail

Ancient history trips abroad come a poor second to skiing trips at our school, but that didn't stop this classics teacher from spending a Christmas holiday down Peloponosis Way, casing the joint.

First – a question. What is the popular origin of the Marathon? Answer, the story of Pheidippedes who ran from Marathon to Athens in 490 BC with news of a great victory over the Persians, and who spoiled his act by dropping dead outside the stadium with the words "Victory" on his lips.

The trouble is that the story is not only a distortion of the truth, it is only a fraction of the truth, for Pheidippedes ran much further. Just how far has to be seen to be believed, or disbelieved, which is why I came to be in Athens scratching my head in the Kolokinthou bus station in Kifissou Street trying to decipher the name of the ticket booth for stage one of my journey – namely to Corinth.

Recapturing the atmosphere of pre-Hellenic Greece is not easy on a bus throbbing with loud Greek music, manoeuvring through scrap yards, past unfinished buildings, abandoned cars and an oil refinery that make up the Athens suburbs. Nor does the modern toll road help, but 90 minutes later I stepped out into the coastal town of Corinth, bartered with a taxi driver and ended up amid the ruins of old Corinth, five miles inland.

To stand facing the seven stumpy pillars of the Temple of Apollo, set against the Gulf of Corinth and its backdrop, the Phocian mountains and with your back to the chunk of mountains laced with fortified Byzantine walls known as Agro Corinth is indeed to have history in the round.

The fenced off site represents only a fraction of the once prosperous city of a quarter of a million Greeks. Here was the reputed birthplace of the first trimarines, a city whose wealth in naval and commercial matters was channelled into patronage of the goddess Aphrodite. In other words it was the vice centre of classical Greece. As I sat among the tumbled down columns the chasms of the fountain of Peirene, a lady who was turned into a spring because she shed tears for her son, and the rows of tumbledown shops, it did cross my mind that rather than take a tea break here, Pheidippedes might have had a massage too, were the nature of his job not supremely important. With the Athenians confronted by an invading Persian fleet, the Generals in 490 BC had, in the words of the historian Herodotus: "... sent off to Sparta a herald, one Pheidippedes who was by birth an Athenian and by profession and practice a trained runner . . . He reached Sparta on the very next day after quitting the city of Athens." That was the paragraph that had initiated my journey, but the sheer magnitude of the task took my breath away.

I took the local bus, decorated like a bed sitter around the driver, with stickers and rosaries, down to "cleaned up Corinth" to find a cheap cafe and hotel and to dream of the 50 miles so far covered.

Next day the destination was Argos 30 miles to the south. The mountains enclosing Argos were not high but they represented another kind of frontier. Beyond them to the South communication in English does not guarantee complete understanding, but it does sharpen the wits.

A hotel off the square was negotiated in sign language and backtracking 12 kilometres to Mycenae necessitated decoding the local bus destination without assistance. In a language where L is an upside down V, R is P, P is the mathematical sign for pi, S is a back to front 3 and where YXH or three dashes does equal 1, Mycenae reading MYKHNAI seemed a let off.

Today the place is a spectacular ruin, a salutory reminder that Greek civilization was not compressed into the classical era of 479–323 BC. It had peaks stretching to the Minoan civilization in Crete 3,000 years BC with its palace at Knossos. Mycenae adapted the written language and then the civilization. To Pheidippedes it represented a city in decline, even if it was the think-tank of the legendary Trojan invasion. Archaeologists may well admire the spectacularly carved Lion Gate, the ramp, the royal grave circle and the beehive sepulchre of Agamemnon, Pheidippedes may have been more impressed by the female topless costumes.

By night the Piccadilly Cafe on the north east corner of Argos' Central Square has the air of a gambling den. By day it doubles as the waiting room and ticket office for the coach to Neapolis via Sparta, a fantasy ride if ever there was one.

The orange and lemon groves, the clusters of bee hives that were a sign of thriving farms soon gave way to slate grey mountains with only pockets of cherry trees and poplars. The climb to the Arcadian plateau reached by a

series of acute hair pin bends, which if steep compensated with spectacular views across the Gulf of Argolis – and just to add to the atmosphere, mist enveloped the town of Tripolis, the last sizeable pocket of population before the feared city of Sparta.

When the soil turned to a rich red and the road signs read "road narrows", and roadside shrines appeared in abundance I knew I was there.

Sparta is blocked in to the north by the Arcadian massif. The sprawling bulk of Parnon lies to the east while the west is dominated by the sinister five snow-capped peaks of Taygetus (whose name tells you that was where feeble infants were left to die of exposure). Here indeed was a race apart. The modern town is only a quarter of the size of the military legend. That city had no city wall (until the 2nd century BC) and there is little to see now. But then you don't really see Sparta, you feel it. There is a definite feeling for order. The town is set out in intersecting parallel streets with a wide dual carriageway as its main thoroughfare. There is a feeling of conquest in the powerful statue of the warrior Leonidas at the head of that main street, and there is still a living sense of regimentation. From the window of my hotel, above a shop, I looked out on the main open square. I noted groups of people promenading up and down, north to south. As each group reached the extremity they all – in unison and without signal – did about turns. Not once, not twice but for up to an hour. The guide book says that the people are friendly. They are, but Spartans in Sparta still go "square bashing" and in that one cameo I could imagine Pheidippedes' apprehension all those years ago.

On reaching Sparta he had to negotiate for reinforcements but, as the historians Herodotus pointed out, his timing was all wrong. The Spartans' established law was not to march until the full moon, which meant a delay of five days and that as far as they were concerned was that. As far as Pheidippedes was concerned it meant a sad run back all the way to his generals.

The signpost off the main street reads Athens 257 kilometres. That is how far he had just run. That is how far he had to return, and further, and that number haunted me as I sat for six hours squashed amid the excess baggage piled into the aisle of yet another music filled couach, en route back to the capital on, of all days, Christmas Eve. Christmas day did seem an apt day to conclude my particular pilgrimage although I would have preferred a star to follow rather than the vague directions to Egypt Square given me by the tourist police. Once on board the bus the endless sprawling suburbs that bore no relation to history were of little significance. Anticipation was everything, and anyway the conductor ushered me off at the battlefield.

The Monument at Marathon is a huge burial mound, the Soros, said to contain the bones of the Greek dead. A marble path has simple benches surrounding it, and subtle marble floodlight shields are strategically set into the grass. Simplicity is the only quality it can convey for the components of the battle field no longer exist. As I leaned on the gates I overheard a local explaining to fellow tourists that the Greeks charged the Persians on the run, a new tactical ploy. He was right, but victory was due mainly to the Persians being bogged down in marshes that have since been drained. It was due also to the Athenians having chosen a tree-sheltered spot for their archers, and it was due to the Persian General Datis refusing to throw into the battle troops reserved for the protection of the fleet.

I sat staring out to sea, sipping Greek coffee by the thimbleful and the obligatory glass of water, and tried to sift probability from possibility. Yes, the Greeks did have 192 men lost, and the Persians 6,400, and it did seem plausible that the Persian fleet should think in terms of sailing round to a then undefended Athens. That would explain Pheidippedes setting off again to those infamous 26 miles to warn his fellow citizens. However, no such record exists in chronicles of the time or contemporary fiction (Aeschylus was one of the soldiers at Marathon), and only 600 years later did the story first emerge. I struggled to take up an attitude because the Marathon as it evolved really is an insult to Pheidippedes' real run.

It was then that I realized the true potential of this holiday for a school trip, because not only could I bring my small group but the games teachers with their European expertise could bring the whole cross-country running team as well!

Witty and quirky

On the shores of the Mediterranean By Eric Newby
Picador. £3.50 0 330 28826 1
Mean Feat. By John Waite.
The Oxford Illustrated Press. £9.95. 946609 19 5.

It was Eric Newby's wife Wanda who had the idea. Let's start at Naples, she said, and travel right round the Mediterranean. And so they did, heading off clockwise for no better reasons than that no-one had done it before and that Eric might just conceivably get a book out of it.

He did. "*On the shores of the Mediterranean* charts the couple's halting, unsolemn progress by bus, train and van. It is vintage Newby: witty, observant and formidably well-informed. It makes no concession to its readers, but rather carries them along through an agglomeration of detail. Facts, figures, opinions, history, geography and personal reminiscences tumble off every page as Newby tours the harem and the turkish baths of Istanbul, dons a black robe to take part in one of Seville's Holy Week processions, revisits the battlefield at Tobruk where he served during the war, and makes a foolhardy ascent of a snow-covered Mount Olympus.

Sometimes it seems to the more practical Wanda that the 'modern Odyssey will never be over. She is doubtful about the wisdom of taking a package-tour of Albania – the only way foreign travellers can enter that country – she comes close to outright mutiny during a nightmare bus-journey through Tunisia and, on little more than a whim, insists that Newby skips over Algeria altogether. She does not know when she is well off; she might easily have been cast as Sancho Panza to a far more demanding Don Quixote.

John Waite, for example. In 1981 he set out to travel from Lagos in southern Portugal up through Spain, France and Switzerland and then on down the full length of Italy to the port of Brindisi. And armed only with a bundle of maps, a sleeping bag and a tent, he made the whole 3,000-mile journey on foot.

It was tough going, as he freely admits in *Mean Feat*, his rather quirky account of the trip. Indeed, at times as diary of the lonely walk becomes a journal of self-exploration. A generation younger than Newby, Waite charts it all – the attacks of diarrhoea and his bouts of loneliness as much as the slap-up meals cooked for him by Spanish shepherds and the other innumerable kindnesses he received – with a wide-eyed honesty. Less of a stylist than Newby, this openness nevertheless makes Waite the most stimulating of companions. It would have been fun to have accompanied him, at least for some of the way. Like R L Stevenson (whose footsteps he followed through the Cevennes) he is, in the best sense of the word, an innocent abroad.

Hugh David

Tough treks

Classic Walks of the World. Edited by Walt Unsworth.
Oxford Illustrated Press £14.95.

Classic Walks of the World is a guide to 17 mountain treks, set in locations ranging from the Andes to the Himalayas. The routes have been selected to provide the maximum possible variety, while at the same time remaining feasible for the amateur to attempt. Walks through the Andes, the Dolomites and the Sierra Nevada have been included, as well as circuits of Mont Blanc and Annapurna, an ascent of Kilimanjaro and a trek to the foot of Everest. Britain is represented by a trek along the Pennine Way.

Each walk is described in detail by one of the book's specialist authors, whose number includes such names as Lord Hunt and Hamish Brown. The type of terrain encountered, the degree of difficulty involved, the amount of time required and the scenery likely to be enjoyed as a result are all taken into account. An impressive collection of photographs – many of them colour – is employed.

Obviously such a book is limited to a relatively brief guide to each walk. The Pyrenean High Route, for example, which covers a distance of 250 miles and takes 44 days to complete, is covered in seven pages. Further reading would be required for anyone deciding to undertake one of the walks – and in particular anybody not wishing to join a guided tour offered by a trekking company. To this end the book provides lists of maps and guidebooks suitable for each walk.

Further advice, of a more general nature, is provided in Walt Unsworth's introduction. Guidance is given on such matters as equipment, travel arrangements, photography, and problems concerning fitness and altitude sickness.

This is a book will satisfy the armchair mountaineer. It will, at the same time, whet the appetite of the more serious amateur to get up and go.

Paul Sullivan

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Seductive clutches

David Wickers takes a city break in Barcelona

The taxi ride from the airport seemed to follow a fine straight line, which is a lot more than I can say about its driver. As we stopped outside the Hotel Manila he let me pay him £10 too much; before I could convert pesetas to pounds, his single green "for hire" light came on as quick as a wink and was off into the Spanish twilight.

Things could only get better, or so I told a large glass of brandy in the Cafe Zurich, one of Barcelona's most traditional retreats. With wood panelling the shade of Bournville chocolate, paddle fans stirring the humid air and a flurry of sallow waiters moving between customers and a wall of mini-fridges stacked like those in a morgue, my mind was soon distracted from the unsavoury overture.

Zurich is a good start to Barcelona, so to speak, a place to absorb the chatter of abroad, relish the token

The palm tree studded Riaza del Rey

price of brandies and generally get your bearings on the city. It sits on the Plaza Catalunya, a colossal, glossily-paved and rather tedious square that marks the boundary between two distinct Barcelonas; behind your left elbow lies the *ensanche* or 19th-century expansion; facing you is the old medieval town and the port. Linking the two are the famous Rambla, a broad swathe of wavy-tiled pavement bordered by bushy sycamores and lined with kiosks selling everything from pet terrapins to gladioli, lottery tickets to reading matter.

The Rambla used to be a torrent of water but is now, by day and by night, a slow moving river of people. Every walk is a slalom between sauntering families eating ice creams, canteen-loaded tourists, buskers, backpackers, drunks, hookers in lines outside the Caja de Barcelona – the city, after all, is the commercial capital of Spain and American sailors on shore patrol about to *entre-chat* into the frames of some Hollywood musical.

Ever since the ninth century, when Catalan hero Wilfred the Hairy was granted independence for the city by King Charles the Bald in recognition for his help in expelling the Moors, Barcelona has remained fiercely free-spirited, rather clannish and more than a touch chauvinistic. In the Middle Ages the city was the number one power in the Mediterranean, building great warships in what is now the Maritime Museum and ruling over Sardinia, Corsica and Sicily, as well as parts of Greece and Palestine. "There isn't a fish in the sea" they used to say "that doesn't fly the red and yellow stripes of Catalonia."

The prosperity of their Middle Ages allowed the Catalans to indulge in lavish works of art and architecture, a legacy which is still fully in evidence in the cobbled alleyways of the city's Barrio Gotico, or Gothic quarter. Here is an everyday, full scale, living exhibition of more than 15 centuries of architectural history, its individual works including the overwhelming Cathedral of Santa Eulalia, a Gothic masterpiece whose cloister gardens are the surprising home of 20 shrieking geese. Also in Barcelona's historic heart you'll find the Bishop's Palace and Archdeacon's House, the Ayuntamiento or City Hall, the church of Santa Maria del Mar, the Picasso Museum, which contains a complete and permanent collection of his work arranged chronologically from his early art school life drawings, and the stunning, palm-tree studded Plaza del Rey, the place where Columbus was received by King Ferdinand and Queen Isabella on his return from the New World.

It is not, as one might reasonably surmise, the city's medieval heritage that accounts for Barcelon's year-around pilgrimage of architectural students, but the works of Antonio Gaudi which lie in the *ensanche*, in between the spiky towers and roofs of the Gothic quarter and the hills of Tibidabo. "Originality," wrote Gaudi, "is going back to the origin," a conviction that he expressed in bizarre combinations of earthly colours, stalagmite and tree-style columns, mushroom-shaped air vents, dinosaur-scale renderings, rib-cage supports and a range of other anatomic or other organic formats.

Start your pilgrimage to Gaudi at his most progressive project, Guell Park, planned as a residential city of some 60 houses, although only the gingerbread entrance lodges, a stairway, covered market place and two houses were ever built, one of them being sold to Gaudi. Today it is a museum while the rest of the park is a favourite haunt for Sunday strollers, joggers, BMX bikers and photographers posting brides and grooms for their matrimonial albums.

On the Paseo de Gracia, Barcelona's most elegant yet anywhere shopping avenue, there is the Casa Batllo, easily spotted from the distance by its balconies that look like the jaws of Jaws, and the Casa Mila, famous for its spectacular roof which is, sadly, out of bounds to anyone not able to wave a written permision under the nose of the stroppy concierge.

You don't need permission to visit Gaudi's grandest work, the Sagrada Familia cathedral, although a doctor's testimony to your body's ability to climb stairs and cope with vertigo would be self-assuring. This "incite orgeneous zone which bristles like a sea urchin" as Salvador Dali saw it, or "one of the most hideous buildings in the world" according to George Orwell, was begun in 1882. Gaudi intended his work to be "a bible for the poor", studded with sculptural interpretations of its stories for the benefit of the illiterate, but he was tragically killed in a tram accident long before it could be completed. The building work, supported by popular donations, has been going on ever since; to "do a Sagrada Familia" has become a colloquial expression in Barcelona for taking a long time over a task, but at least doing it properly.

If the giddy heights of the Sagrada Familia don't phase you, test your nerves on the funicular (not too reassuringly called "the aerial ropeway") that spans the harbour from Montjuich Park, home of the Pueblo Espanol, or Spanish Village, built for the World Exhibition of 1929 and containing typical architecture of all periods and regions of Spain and now teeming with

Bridal pair at the Guell Park

craft workshops, to Barceloneta. Built in the 18th century as an experiment in urban planning, Barceloneta is packed with scrappy, laundry-waving tenement buildings inhabited by men in their vests and five o'clock stubble and women who watch their TVs from a kitchen chair taken onto the pavement to catch the breeze.

Barceloneta is a tremendous asset for a hot weather city since it has a beach, a broad ribbon of sand and pebble backed by a line of excellent open-air fish restaurants. Food, in fact, is bound to be one of the principal ingredients in anyone's Barcelona weekend. As a prelude to what's in store visit the great wealth of the colonnaded and covered 19th-century San Jose just off the Rambla, surely the most beautiful market in the world. The stalls, brightly lit, spotlessly clean with mostly stainless steel Art Deco lettering reminiscent of American truck stop diners, are covered with a magnificent spread of fruits, vegetables, fresh fish, beautifully displayed on beds of ice, crustaceans, snails, herbs, smoked hams, wild berries and mushrooms. Drop the entire scene onto the food hall at Harrods and there

Cobbled alleyways in the Barrio Gotico

wouldn't be room to swing a peach out of place. And since everything is carefully priced and labelled, this is a good place to go here before tackling your first menu.

Although during its turn of the century heyday, Barcelona was the fashionable art nouveau peer to Paris, no other city remains so widely dismissed by those who don't know it yet so highly rated by those who do, an injustice that probably has something to do with it lying a little too close to the Costa Brava for the discerning to contemplate. Its looks are certainly not as handsome, its residents as consciously stylish as its continental rivals and lots could certainly do with a good scrub, but it just takes an initial brief wander around its narrow medieval arteries to realize how Barcelona is a place where what you stumble across on your way to its star attractions turns out to be every bit as absorbing as the final goals. It is a place of constant surprise and the worst aspect of a weekend in its seductive clutches is that it is nowhere near long enough.

Travelscene (94 Baker Street, London W1M 2HD, tel 01-486 6411) offers three night city break holidays in Barcelona from £179, including return flights from London or Manchester, transfer on arrival, three nights B&B at the Hotel Manila on the Rambla. A special exhibition, "Homage to Barcelona", devoted to the city's art and architecture, will take place at the Hayward Gallery from November 14 to February 16.

Red Sea sun spot

Susan Thomas on a winter week in Israel

Culture shock is a funny thing. Visit California, which thanks to Macdonalds and MGM seems as familiar as Mom's apple pie, and it gets you by the jugular. Go to Eilat, Israel's newish Red Sea sun spot, where they write backwards, eat gherkins for breakfast, start Sunday on Friday and finish it on Saturday, and you're as relaxed and easy as an old pair of gardening trousers.

Everyone speaks English, of course, and the whole town, shops, hotels, working port, would fit comfortably inside Regent's Park, but perhaps the most reassuring thing is the Israeli sense of humour, dry, sharp as the desert wind, and totally European.

We went in January – Eilat only has winter breaks. In a place where summer temperatures exceed 40°C and residents are excused taxes if they last six years, there are no summer breaks. And it was everything the brochures promised.

Thus we left Gatwick, with its body friskers and strong police presence, in 10 degrees of frost, flew Air Europe whose lovely hostesses rushed about with great fat grins on their faces as if they actually enjoyed the work, and arrived to find Israel in the low 70s and people in shades of brown from lobster to walnut.

Speaking of which, the food was fabulous. Breakfast was eggs – boiled, scrambled or quiched, fish – soused, salt or creamed – salads, yoghurts with sweet fruits or delicate herbs, and cheeses, cubed and sliced, smoked and blended. And always these great baskets of breads and fruit fresh from the local kibbutz. As for dinner, which according to kosher law had meat and fish but no dairy produce, that was even better. And so healthy!

Just as well since Eilat really does offer near perfect conditions for the water sporting life. All day long, while the sunseekers basked like golden seals, the windsurfers flashed across the bay, rainbow tinted damselflies on a sundappled sea, waterskiers carved their dreamy, creamy loops and dozens of canoes, pedalos and sailing dinghies bounced and bobbed and occasionally turned turtle half way to Saudi Arabia.

For swim, sail or snorkel too far in any direction and you end up in Egypt, Jordan or trying to explain to the Saudis where you left your passport. It adds to the excitement as does the oh so slow, engines barely turning, trip around Coral Island under the guns of the border guards.

"We don't land on the island now. Since we gave up the Sinai it is Egypt's", said our skipper, which being translated means, "We don't have any right here but, by jingo we'll push it to the limits and hope there isn't an incident."

Playing grandmother's footsteps is a local custom and right under our feet, just below the surface, the tiny, pale pink coral fish are doing it all the time, in-out, in-out of the green coral fingers. Quick as light, all together, now you see them, now you don't.

You could watch for hours. And with visibility near perfect up to 30 metres, a lot of people did. Only the giveaway bubbles or bobbing bottoms and orange snorkels show where the divers lurk.

The Red Sea was magically beautiful, real pantomime grotto stuff. There are vast coral reefs, emerald and scarlet and lilac, like enormous chemical gardens, and decorated with wispy, crimson starfish, pink and sulphur anemones and wicked black sea urchins.

And as for the fish, there are pipe fish and sea horses, grotesque and poisonous puff and stone fish, and a thousand brilliantly coloured, exotically shaped, swimming, flying, floating, finny things.

They live in crowds, or alone, mooning about like teenagers or menacing like border bandits and if, like me, you cannot bear to put your head under water, you can still see them, but not feel them, from the amazing underwater observatory.

And when we'd had enough there was the desert, the Negev, a wild, stark world where only the hardiest survive. It is a tortured lunar landscape of black granite, creamy sandstone and weather-ered copper cliffs, telescoped, twisted and wind-carved into precarious slabs and giant classical temples.

One day we did a drive-yourself, jeep safari into the desert with an Israeli guide. He took us along part of the ancient Pilgrim Trail to Mecca, via the Old Spice Route and past the spot where Solomon met Sheba!

And he talked us through the geology of the Afro-Syrian Rift, explained the ecology of the wadi, showed us boulder plains and scrub, with shy gazelle, ibex clambering in the upper branches of the thorny acacias, desert vultures, neat blackstarts, sobre bulbuls and tiny, irridescent honey suckers, and in between he told us the desert lore.

"A spore like a dog's but one large and one small print together is a hyena . . . There is only one place in the Negev where you find water. Ibex may go three days without water and gazelle run 30 kilometres a night for food.

Photo: Susan Thomas

So! Everyone has his troubles! . . . Something black in the desert and it's one of three things – tall and it's a (Bedouin) woman, shorter and it's a goat, shorter still and flying, it's a raven."

It is a naturalist's Mecca. Every year between February and May, millions of northbound migratory birds hitch a lift on the warm air currents of the Rift Valley, pausing in their thousands at the sulphur scented salt ponds and kibbutz fields behind the hotels. Thus in 1977 Danish birdwatchers counted 500,000 raptors, common buzzards, honey buzzards and steppe eagles. There are also spoonbills, osprey and great white herons and a hundred lesser species, including the Culture Vulture.

This group abounds, attracted by the sun and the tours. A hectic day in Jerusalem costs $50, Masada – where the zealots committed mass suicide – and the Dead Sea – good for the nerves, asthma, rheumatism, boils and photographs – $36; a visit to the Roman copper mines, a kibbutz, and the Chai Bar nature reserve with its reintroduced ostriches, addax and oryx $25; and a day's sailing and diving (good chicken salad and paint-stripper wine inclusive) $21.

In the week we had one poor day, the result of a sandstorm in the Sahara, when the pink and ebony mountains disappeared in a scum coloured haze, a coarse wind blew like Blackpool in August and the whole town was drenched in sickly sulphur scented dust. Our hair turned grey and stood on end. So that was an experience.

And every evening, after dinner, we took this little stroll – past the ice cream parlours and cheap falafel bars where chirpy Geordie serving lasses chat with young Israeli soldiers, past the expensive French and seafood restaurants and back to the Bedouin tents parked in front of the sea view flats, where tourists converse with the camels and try to summon the courage to sample the delights of – "Bedouin Sweetmeat and Real Belly Dancing!"

"The biggest problem if you live in Eilat", the young man at the tourist office told us, "is the lack of a decent concert hall."

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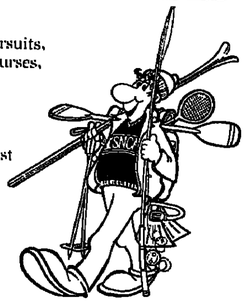

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Nonchalant dignity and golden Tokay

David Anderson visits Vienna and Budapest

Vienna has been the crossroads of a continent for centuries. It still is. Once, of course, it was the capital of a mighty empire which is now just a small neutral country. It is easy to persuade oneself that the legendary spirit of the place which attracted artists down the ages still survives; the prosperity and the gaiety are not illusory.

We were on a one-week two-centre City Break with Sovereign, a package offering the waltz, schmaltz and schnitzel of Vienna plus a three-day peek behind the Iron Curtain. In July the Viennese themselves all go on holiday "leaving the city freer for visitors" as one guide charmingly put it. But the old city centre on a warm summer's evening quite charmed us with its elegant brew of style and culture.

Old Vienna lies within the Ringstrasse, a horseshoe of an avenue lined with palaces, theatres, museums, and now airline offices. On the trams and buses, as well as on the efficient metro, there are no tickets or conductors, just slot machines into which all decent citizens are assumed to have inserted a few groschen before starting their journey. This is typical of Vienna's nonchalant dignity.

The old quarter is best seen on foot, starting at the cathedral of Stefansdom which has watched over the changing scene for 800 years. In the traffic-free streets, sounds are all human – footsteps, voices, music. From here radiate streets of luxury shops and restaurants, as well as cobbled medieval lanes.

Liveliest of all is Karntnerstrasse, where at your table under trees you are continuously entertained by strolling players. In one evening a Turkish group did a squirming dance, a Balkan accordionist sang, a Bolivian (yes Bolivian) pop group did their thing while music students played the Viennese "greats" – Mozart, Haydn, Strauss – as well as joyous country dances. And from the way tourists' schillings were showering down, they were making more than they would have done at the Opera House. A beer or coffee here will cost around £1 but you can linger for hours.

Restaurant prices in Vienna compare favourably with London. A meal in the garden of an old-established (1904) place near the cathedral worked out at around £7 a head. Main course was *Tafelspitz*, the stolid national dish of plain boiled beef with various sauces. For a glimpse of the old days go to Wechel's coffeehouse on the Kohlmarkt, a stately establishment of plush brass and glass with mountains of sinfully delicious expensive pastries.

Austria was not so much a nation as a collection of lands acquired and ruled over by that uncharismatic dynasty, the Hapsburgs.

So to the Hofburg, where Hapsburgs reigned for 700 years. The setting is splendid enough, with a skyline silhouette of roaring horses, gods and the guarding wings of assorted divine poultry. The apartments are stiffly formal the conducted tour rather dull. Great vases gifted by Kaiser Wilhelm have plainly been dredged out of dusty corners to replace all the stuff looted in 1945. Domestic touches lighten the pomp, such as the 10ft high white ceramic stoves, bulbous and swollen, crusted with regal gold. And the Empress Elizabeth's gymnasium still has the exercising equipment on which she kept her waist wasp-like for riding.

Much more interesting and impressive is Schönbrunn, the Imperial summer palace only 20 minutes by metro from the city centre. This lavish, wildly sumptuous extravaganza of 1,400 rooms was created chiefly by Maria Theresa in the mid 1700s to rival Versailles. It succeeds triumphantly. The serene classical gardens, laid out at the same period, culminate in a green hill crowned by a colonnade, worth the climb for the splendid view back over the palace with the whole of Vienna rising behind it.

Then to one museum out of the many: the Kunsthistorisches, to look at Brueghels, some long familiar as Christmas cards; a series of Rembrandt self-portraits, Dürers, Vermeers. Twenty vast galleries later one comes to the Hapsburg Treasury, which includes the 1,000-year-old crown of the Holy Roman Empire, Charlemagne's sword and quite a few bits of various saints. On a different kind of scale, we made a pilgrimage to the apartment where Mozart spent a few unhappy years with his young family and where he composed some of his most sublime works. There are some 20 conducted tours you can take, ranging from Mayerling (Crown Prince Rupert's suicide Schloss) to flights over the Alps.

Our itinerary for the fourth day said "depart after breakfast to the hydrofoil on the Danube for the four-and-a-half-hour journey to Budapest". Luckily, our party included an awkward cuss who insisted that as we had no vouchers for this stage of the game and that as Iron Curtain countries are fanatical on documentation, something was wrong. It was. After some time on the telephone, a flustered local courier appeared with sheaves of papers in time for us to catch the 2pm sailing. For three-quarters of the river trip you have Czechoslovakia on one side. The country is flat and wooded. Into Hungary it gets more rugged and scenic.

Vienna: the Strauss memorial. The gaiety is not illusory

Budapest comprises two distinct towns. Buda is old and historic, piled up high on one side of the river, while the wide boulevards of Pest were developed in the mid 1800s. From the heights of Buda, this reach of the Danube with all its bridges must be one of the loveliest vistas in Europe. Yet for all its beauty, the city fails to sparkle in the way that Vienna does. We took a conducted tour, since the main sights are widely spread. The guide placed great emphasis on Heroes' Square and what he called "millinery monuments". A big restoration programme is afoot on all historic buildings, since it has been realized that it is these which bring the tourists with their much-needed currency. Everywhere you are stopped and asked if you have any dollars to exchange.

Everything is cheap to the visitor. Food is first class when you finally suss out the low-profile establishments as opposed to the smart touristy snackbars. Cold cherry soup, roast goose, apricot dumplings, delicate pancakes: you can eat well for around £5. The numerous theatres are not much good unless you speak Hungarian, but there are concerts and the youngsters found close encounters with the tigers at the circus very exciting.

Our hotel was the Penta, splendidly appointed in every way, except that the rooms at the front got all the traffic noise while those at the back got all the station announcements.

We travelled back to Vienna by coach, across the lush pastoral plain. There was quite a fuss at the frontier. Hungarian forints must not be taken in or out of the country and, since the currency desk was firmly shut (it probably always is when coaches pass), the boarders found themselves squandering on dolls, chocolate and wine. Certainly the justly-famed golden Tokay (pronounced Tock-eye) is worth its relatively high price.

One more nostalgic evening in Vienna and a brilliant morning, then the afternoon flight back to Heathrow. Vienna's duty free shop must be one of the best in the world. Leave all your shopping till here.

Our hotels in Vienna were beyond reproach. The Erzherzog Rainer, a short walk outside the Ring, has a quality restaurant. Most charming is the K & K in the old city. Both are converted mansions with an interesting history.

Sovereign's up-market package starts at just over £400. We had only one complaint. We wondered why the high price season for Vienna didn't start till the end of August; we found out when we arrived early in July to be told that two of the star attractions – the Spanish Riding School and the Vienna Boys' Choir – were both shut for the whole of July and August. September is also when the main theatre and opera season starts – another piece of vital information the travel agents fail to mention.

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You say Majorca and I say Mallorca

by Michael Church

"I am at Palma among palms, cedars, cactuses, olive-trees, oranges, lemons, aloes, figs, pomegranates . . . The sky is like turquoise, the sea like emeralds, the air as in heaven." Thus Frederic Chopin, writing in an ecstasy of relief in November 1838, on what he and his lover George Sand believed would be their enchanted isle. But the natives proved inhospitable, and when rumours of the composer's fatal disease reached their landlord they were ignominiously ejected, their bedding burned, their rooms replastered after their departure and at their own expense.

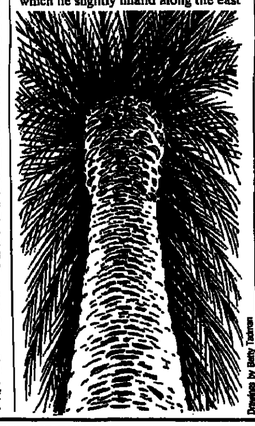
They then moved to a disused convent in Valdemossa (where the Preludes were composed) and if you go there today you will find Chopin pressed cannily into service – but more tastefully than the Brontës are in Haworth – as part of the tourist industry. In Mallorca, where olives, oranges and lemons are still harvested on a large scale, everything is now pressed into such service in one way or another, but the sky, sea and air still retain those magical qualities.

There is a place called Majorca – pronounced with a hard "j" – and there is a place called Mallorca, where the double "l" is pronounced like the English "y". Majorca is populated by beery Teutons who sleep all morning, brawl on the beaches in the afternoon and raise hell at night a desert of skyscraper hotels resounding with raucous renditions of "*Viva España*", shouts of aggression and screams of sexual excitement. To be blunt, Majorca is as naff as you could get, and not to be mentioned in the same breath as Crete, Corfu, or even roughish Rhodes.

The inhabitants of Mallorca are absolutely delighted by the persistence of the Majorca myth, which ensures that droves of upwardly-mobile package tourists pass quickly over on their way to classier places. Majorca exists, of course, but it is largely to be found along the short strip of coast stretching from Magaluf (10 miles west of Palma) to Arenal (a few miles to the provincial capital's east). Hither the funsters are drawn like flies to flypaper, but Majorca at its worst does not even approach the degraded seediness to which young Britons and Swedes have brought the once-beautiful town of San Antonio, in Ibiza. The Majorcan beaches are clean and relatively transistor-free; if the Teutonic horseplay gets unacceptably rowdy, police tend to materialize; the bars – thanks perhaps to that wonderful Spanish law which can force every establishment to produce its complaints book on demand – don't on the whole peddle rubbish. Spying the magic name "Club 18–30" in the foyer of the pleasantly-named Hotel Tahiti, I asked the receptionist what time the revellers turned in at night. She looked wearily out over the bodies basking by the pool in the afternoon sun and said she wasn't sure – when she arrived for work at 7am they were still up and discoing.

In Mallorca, on the other hand, you can drive for mile after mile (car hire is cheap) over mountains and through gorges without seeing a soul. The winding roads may be unsigned – to confuse the enemy? – but they are generally excellent, this being both cause and effect of the car and cycle rallies which regularly take place along them. Mallorca covers an area not much bigger than Greater London, but its dramatic contours and varied scenery suggest vast distance and offer constant surprises. Many of these are small towns of stunning beauty, some nestling along river beds dry but still verdant in summer, others perched dramatically on mountain-tops. It would be ludicrous for me to tell the 200,000 readers of this newspaper the name of the village at whose topmost point you can eat a £3, three-course, peasant-cordon-bleu meal and look down on a view which compares favourably with the sea-ward view from Delphi: the balcony accommodates six diners at a pinch. For those keen to hunt, the village is north-west of Palma, but anyone who leaves the beaten track will find comparable delights.

The road along the north coast is a switchback offering astonishing vistas: Deja, discreetly infused with the presiding spirit of Robert Graves, is one of many glorious and ancient sites. Turning east from the rocky promontory of Formentor, whose bare white summits are often lost in mist, you pass two superb bays – Pollença, calm like a Swiss lake, and then Alcudia, miles of sand the consistency of icing sugar, and warm, shallow water. All the towns Safeways look like a chain of cornershops. And from there it's only a short step to a cemetery as strange and city-like as Père Lachaise in Paris.



Drawings by Betty Tadman

This year we went to Mallorca in high summer, planning to spend several days away from our western base gently exploring the north and east: we would stay in pensions, we thought, living *au jour le jour*. As we quickly found out, however, just about everywhere is booked solid in August, and those few hotels which are not are definitely not interested in one-night residencies. After unstinting help from the Alcudia tourist information bureau we were booked into the Hostal Paraiso. With a disco outside, no mosquito net at the window, no soap, no towels, one single 40-watt bulb, and exhausted Dunlopillo mattresses on hammock-like frames, the claim implicit in the name of this admittedly cheap establishment proved a bit hollow.

Winter in Mallorca can be, as Chopin found, both wet and bitterly cold, but autumn is balmy and spring is in many ways the ideal season to go if swimming in the sea is not a priority. That is the best time to climb the island's small but imposing mountains, and equally the best time to walk along its cliffs, across carpets of poppies, and through fields of asphodel.

A royal welcome

Harold Dennis-Jones introduces Danish inns

In 1396 Queen Margrethe I of Denmark decided to make life easier for the travelling public. She decreed that there should be an inn at the end of every day's journey on main roads throughout her kingdom. As a day's journey was reckoned as only one Danish league – roughly four miles in modern measure – this meant a lot of inns, even in a country as tiny as Denmark.

Even before Margrethe's time – two centuries before, in fact – a tradition had grown up by which inns at specially important points were granted extra privileges by the monarch. Denmark's oldest surviving "royal privilege" inn is at Bromølle, near Lyderup in Central Jutland. It received its special licence from King Canute VI (*not* the one who had trouble with the sea) in 1196.

Admittedly, most establishments were very small. The Bromølle Inn still has only three double and four single rooms. But they provided essential lodging and food and drink. For many centuries, as long as people travelled only on foot, on horseback, or by coach and horses, they served the country's travellers very well.

What is truly remarkable is that large numbers have survived, and today are coming back into their own to serve the modern car-borne holidaymaking public as efficiently as they once served travellers braving the mud, slush, dangers and discomforts of Denmark's ancient roads.

In the century and a half since railway travel first began, a lot of these fine old single-story timber-frame thatched buildings have disappeared. Some have been replaced by more modern structures. Many have become simple village drinking places, sometimes with restaurants attached. A few have been rebuilt and upgraded into comfortable small hotels, usually to serve anglers making for nearby fishing.

An appreciable number still retain at least a central core of ancient buildings and a great deal of their original charm and atmosphere. Along with some of the modernized establishments they make excellent and mostly very inexpensive stopping-places for tours of Denmark that take you away from the much-frequented tourist

continued

Modern addition to the Svostrup Kro in Jutland. On the river Guden it used to be the haunt of bargees

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The old part of the Norsminde Kro near Arhus. It received its "Royal Privilege" in 1693 and today is particularly well-known for its food.

A royal welcome *continued*

spots and show you the Denmark the Danes delight in.

Let us look first at an unpretentious little building labelled "Norsminde Kro". Kro is Danish for inn. Norsminde (pronounced Norse-minner) is the name of a little hamlet that was once the terminus of an important sailboat ferry service on the East Jutland coast about ten miles south of Denmark's second city, Aarhus.

I went there for lunch recently. Apart from excellent renovated bedrooms, some in a more modern wing, I noticed, first, that there seemed to be three very large dining rooms and, second, that the food was extraordinarily good and excellently served.

I asked the waitress why the inn had so much dining space. "We serve a special seafood dinner every Friday evening," she replied in English, of course. "Do a lot of people come?" I asked. "Oh, yes. We're full every Friday." "How many people do you serve?" "Eight hundred." "Eight hundred dedicatedly gourmandizing Danes need a lot of satisfying. But the tiny Norsminde Kro takes that in its stride – every week. That fact alone indicates the sort of standards you can expect from Denmark's best village inns.

I need hardly add that the Norsminde Kro has been a "royal privilege" inn since 1693, and has proudly displayed the royal arms above its main entrance door for almost three centuries. What is perhaps even more important for modern holidaymakers, the Norsminde Kro is now part of a recently founded association called Dansk Kro Ferie (Danish Inn Holidays in English), which issues "inn cheques" that allow modern motorists to enjoy touring holidays in Denmark that are as delightful as they are inexpensive and easy to organize.

All you need do is buy a book (or books) of inn cheques at a cost of roughly £11 per cheque. Each cheque represents the basic price of bed and breakfast for one person in a twin-bedded room with private bath.

You pay an on-the-spot supplement of roughly £1 per person in certain above-basic inns, and a flat addition of about £2.20 for a single room. At the friendly small hotel on Copenhagen's outskirts which is also an association member you pay an extra £3.50 each, which is still extremely reasonable.

If for any reason a room with private bath isn't available you are given an immediate rebate of £1.50 per person. Children under 12 sharing a room with two adults pay half price. You are reimbursed for unused cheques.

About 70 inns operate this scheme so far. They include at least three others granted royal licences. These are all in Northern Jutland – the Støvring Kro not far south of the big city of Aalborg, the Tylstrup Kro north of Aalborg, and the Sallingsund Faerge Kro (Ferry Inn) on the island of Mors.

Mors is a curious sort of inland island, set in a fascinating region. It is surrounded by the waters of a large bay, the Limfjord, which actually cuts the Jutland peninsula in two.

Other inns that are members of the association can trace their histories back to the 1700s. Among them are the Meldstrup Kro in the southern part of Sjaelland (or Zealand), the island on which Copenhagen stands, and the Hovborg Kro, a moorland inn in Central Jutland which has been owned and run by the same family for the last 150 years.

Others, which may be little more than a century old, such as the Aarslev Kro close to Aarhus, can still boast the same atmosphere and much the same appearance as the oldest of the country's inns. It is only relatively recently in Denmark that age-old building traditions have been superseded by more modern ways – many of them very exciting, incidentally. But respect for old structures is extremely deep-rooted. This is one of the things that makes travelling in Denmark so delightful. History is with you all the time.

Some establishments forming part of the Dansk Kro Ferie chain are totally modern. Yet even here you will find that the atmosphere of generous ancient hospitality still flourishes. I can think of no more certain guarantee of spending a holiday among friendly people than staying in Danish inns.

It is also an almost certain guarantee of excellent food in thoroughly congenial and often elegant surroundings. All Dansk Kro Ferie inns, incidentally, serve Dan-Menu tourist main meals at about £3.75 all-in. And, as I have already mentioned, service is normally of a high professional standard.

Country inns worldwide tend to be friendly and informal. But I never cease to be surprised when I go into a Danish inn, find a tremendously cheerful atmosphere – which, as likely as not, a boisterous drinking session in progress in one corner of the bar – and am served as carefully and courteously as in a top London restaurant.

You buy your inn cheques from: Dansk Kro Ferie, 25 Kongensgade, DK-8700 Horsens: tel. (05) 62.38.22. With them you will be sent a full list of establishments, with addresses and phone numbers, and their positions marked on a sketchmap. You can also buy very reasonable packages that include North Sea ferry crossings from Viking Holidays, DFDS, Danish Seaways' tour operating branch.

Your first night's accommodation will be booked for you, if you wish. After that your host phones ahead without charge to make each following night's reservations, leaving you free to go where you please. If you travel independently, there's naturally no reason why you shouldn't stop also at inns not part of the Dansk Kro Ferie scheme, provided you pay separately. People you meet in the inns will tell you about them.

For driving through Denmark you will need proper road maps, such as can be bought at most Danish bookstores. You may like to pick up a guidebook, too, or ask the Danish National Tourist Office (169–173 Regent Street, London W1R 8PY: tel. 01-734 2637) to send you their excellent information material. But an exciting way to "discover" Denmark is simply to ask at each inn what there is worth seeing and doing in the neighbourhood.

You will be surprised at the wealth of lovely old towns and villages, at the fine beaches and excellent scenery, at the innumerable colourful old churches, castles and manor houses (many open to the public), and also at the flourishing nightlife, entertainment for children, excellent shopping, and so on. The Dansk Kro Ferie inns are spread pretty well throughout the country, so that you can visit all Denmark from them.

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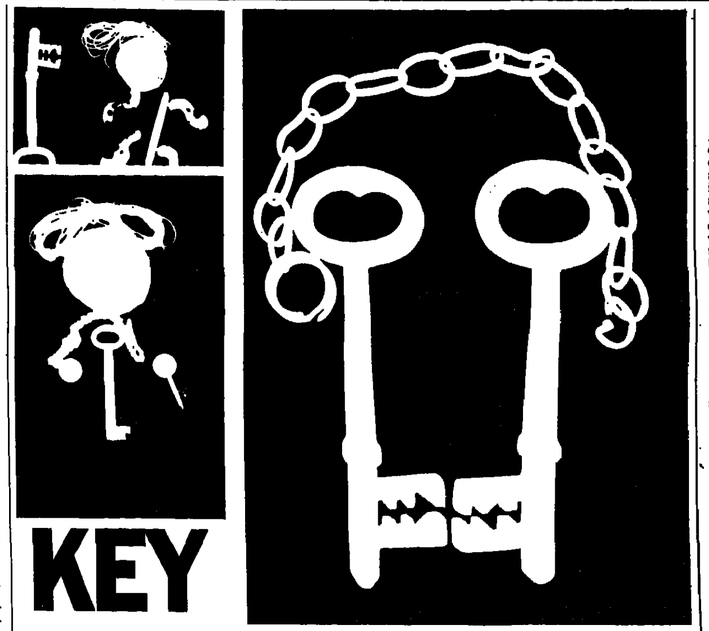


KEY characteristics

Jeannette Ayton and Paul Hussey on a primary media project that helps children evaluate the images that confront them

The recent HMI/DES regional conferences, on "Popular Television and School Children" have highlighted the great interest in media and enthusiasm for classroom-based media work. From an early meeting, it became apparent that a broader interpretation of media was necessary.

A recent project at upper Whitley First School in Kirklees has set out to enable children to understand how information is created, processed and selected, and to help them make judgements on that basis.

One afternoon per week with the 8 to 10-year-old class was set aside for a range of problem-solving activities. Our starting point, based on the knowledge that many of the pupils spent a lot of time watching television and videos, was a desire to explore the nature of stereotypes and cultural clichés in media.

Initially our approach was based on a traditional media studies methodology, but this did not really address itself to exploring the pupils' responses to media or its effects upon their attitudes. Our discussion centred on observations of the children's work; of what they were achieving and of the processes they were going through in order to solve quite complex media problems.

This led increasingly to a greater concentration on analysing the intellectual processes of developing media literacy rather than pupil competence in media technologies. So we adopted an approach which assumed that any techniques and skills which were necessary would be accommodated through a desire to solve a real problem satisfactorily. This resulted in equipment (eg an SLR camera) being used with skill and control.

Our starting point was photogramming (producing pictures on photographic material without the use of a camera). This allowed scope for exploring shapes in silhouette; for working in stark contrasts of black and white and for introducing (and controlling) intervening grey tones; for constructing a range of content including narrative and for ultimately developing stories using sequential photograms, produced by individuals or small groups.

This laid the groundwork for all subsequent progress by making links with traditional photographic techniques but, more importantly, by establishing the concept that any photograph contains a constructed image, one whose content and viewpoint have been pre-determined. Learning to interpret these viewpoints and understand how personal responses were evoked followed steadily.

The value of this work soon became apparent. The children dealt meticulously with the scientific procedures involved, needing virtually no reminders to keep chemicals separate and to handle any prints in them with tongs or control exposure times. And instant success in a non-traditional medium allowed them all to work with confidence, especially as any existing notions of class ranking were meaningless in this new situation.

The pupils' conceptual development was reinforced when they identified information available in published pictures. A range of magazines and "art" photos was used, initially in an examination of the ways in which people were portrayed. The visual clichés, stereotypes and symbols they contained enabled the pupils to discuss relative roles, social conditions and emotions, both portrayed and evoked. While they could readily collect and classify specific images, indicating a sophisticated understanding of visual imagery, they had difficulty in the early stages explaining their choices and often resorted to mime or gesture to complete their explanations.

This work using single pictures culminated in the pupils producing "identikit" collages, selecting portions of heads, hair and faces, in order to construct images of people. Cartoon sequences of various styles were arranged and re-arranged so that several stories could be drawn from each set of pictures and it became apparent that alternatives were both possible and acceptable.

Using the overhead projector introduced a different dimension. The theme of developing narrative was continued and initially the pupils used silhouette characters which could be moved about on the transparent background. As they came to terms with presenting a large, projected image, the older pupils especially recognized the need to work co-operatively in order to manipulate their characters more effectively. They then wanted to produce alternative backdrops which would enchance their stories and this led naturally into an exploration of the overlay technique.

The overlay technique helped them to explore ideas of change or growth. While the children readily understood the concept of presenting information sequentially, they found constructing a sequence in an overlapping and three-dimensional way, very difficult at first. They solved this by producing a sketch of their completed example and then working backwards through the change stages, identifying the significant ones and omitting them out. These stages were then transferred on to cellofilm sheets and coloured to produce, for example, a girl getting dressed; an egg growing and changing into a butterfly.

The media work frequently complemented other classroom projects. The pupils extended their geographical skills by choosing several walks starting from the local church. After researching their routes, they plotted them on large-scale ordinance survey maps. They learned new technical skills in order to operate an SLR camera and drew on the concepts of sequencing ideas and using photographs for the information they contained.

As they undertook each walk they had to identify landmarks and points of interest to other walkers and capture them on film. This involved decisions about each shot, whether a longshot would show sufficient details or if a close-up was needed to identify a signpost or show something of interest. For the first time, they had to consider their audiences' response at the outset.

The black-and-white films were processed and a contact sheet of the whole film and post-card size enlargements of each frame presented to the pupils. Their next task was to sequence the prints and identify each location, using the contact sheet and the recorder's notes made on the walk. Then the process of selection began and the final choice of prints was mounted and texts written to complement them, so that the phototrails could be used by ramblers unfamiliar with the terrain.

Two groups of pupils went on to produce photoplays – stories using a photographic format. Although the children were experienced in writing individual stories, they had never attempted it as a group task. This resulted in rather simplistic stories being produced, but they provided a suitable starting point. Much discussion was needed to determine which were the crucial episodes and how they could be visualized and rough sketches produced. These, together with the narrative, were used to develop a numbered script. Each sequence in the script identified the specific action taking place at that time and the characters involved.

It was only at this point that a traditional storyboard was produced. This was to act as the blueprint for the picture taking. Each depicted a scene the pupils wished to portray, illustrating the precise viewpoint and type of shot, and identifying any necessary properties.

The pupils identified extras to perform the action, located appropriate settings and brought in additional props. They used an SLR camera, with which they were already competent, and a flash unit and a tripod where appropriate. They only hand-held the camera in difficult settings, eg in the store cupboard or a car.

Colour print film was used and two shots taken of each scene. This enabled slight variations to be made and ensured that no gaps, the result of poor prints, would occur in the final photoplay. In the event, virtually all the frames were successful and the pupils sequenced them, using the storyboard as a guide.

The photographs were mounted and a simple storyline added before being presented to the rest of the class. Each group answered questions about their photoplays and, even though the characters had been portrayed by classmates the story's veracity was accepted by them. The producers had been able to deal with the story content, which developed and unfolded, and they had manufactured the content and constructed the images in such a way that they were totally acceptable to their audience.

It is important to examine this work in a broader educational context. While all the pupils demonstrated clear mastery of media concepts and skills, there were other far-reaching effects. The most obvious were the cross-curricular links which were readily established and these included the cross-fertilization with environmental studies. Map work and work on scale, incorporating photo trails, linked with on-going mathematical work. Photo collages related to art work and the work with sounds to creative music making. Language skills, especially of reasoning and evaluating, which were particularly in evidence while the media work was taking place, were used on other classroom activities. Performance skills, attentiveness to detail and descriptive writing were all enhanced through the pupils' increased effectiveness in translating images (mental or actual) into words.

These pupils have demonstrated a continuing pattern of being able to take an idea and re-define it visually and to explain what has occurred. When a child can evaluate visual images in this way we feel that she is equipped with the perception and language to re-define both her own experience of reality and the realities presented in the media.

It is this belief which has underpinned our media project and we feel we have begun a process whereby children are going to make a conscious evaluation of the images with which they are confronted. This in turn should lead to the awareness that they can control their own responses to media, recognizing that they are being presented with a viewpoint, a constructed image of a selected reality.

Media literary presents the notion that the nature of any image is open to analysis and interpretation from the consumer's viewpoint. It requires that pupils develop the ability to detect, underlying assumptions held by the creator of the image. If pupils are to respond to media critically, they need more than an understanding of the technicalities of media production. They need the visual and verbal language to encompass the assumptions inherent in any production, and competence in media interpretation demands a working method whereby the involvement in actual processes gives rise to conceptual development.

Third World

A group of teachers and computer experts is in the process of writing a set of computer games in which famine and droughts take the place of space invaders and monsters, and foreign aid, food and medicine replace weapons. The team aims to devise computer-based teaching materials which will help children to understand the major social and economic problems of Third World development, and the interdependence between Britain and the developing nations of Asia, Africa and South America.

The project is directed by the Centre for World Development Education, an independent voluntary organization which has close links with various United Nations' agencies and which is partly funded by the Government. The intention is to produce high-quality software for use on school microcomputers and aimed at children within the 8 to 13 age range. But further funds, expertise and volunteers are needed to accelerate and extend the the project.

Development education is most effective when pupils can, through role-playing exercises, identify with the people and situations being studied. Thus the CWDE software will exploit one of the most powerful educational uses of the microcomputer by allowing children to take part in simulation exercises.

One such project simulates life in a Sahel village with the roles of government officer, nomad, and villager to be played. The decisions taken reflect the different perspectives of the situation: the government officer focuses on money matters, such as allocating budgets to schemes; the main concern of the nomad is where to take his herds; the villager has to make decisions on how much time to spend on various activities. Having received their decisions, the computer gives an annual report and shows the current status of land in the area. After examining the consequences of their decisions the players can reformulate their strategies and get the computer to show what would have happened if different decisions had been taken.

Besides helping children to make informed moral and critical judgements on development issues simulation exercises can have a wider educational value – giving experience in problem solving and decision making, practice in communications, developing the skills of consulting reference material, and helping to stimulate deductive reasoning.

However, simulations are not always easy to set up. Often there is both a paucity of suitable data, and an incomplete understanding of the mechanics governing the situation being modelled. A good deal of support material must be prepared together with the computer program.

A second type of computer-assisted-learning being developed by the CWDE team uses the computer's ability to store and rapidly process large amounts of information. In development education lessons pupils often have to examine large data sources, extract the relevant items and exploit them. What type of food is grown in the country? What proportion of the total product is exported?

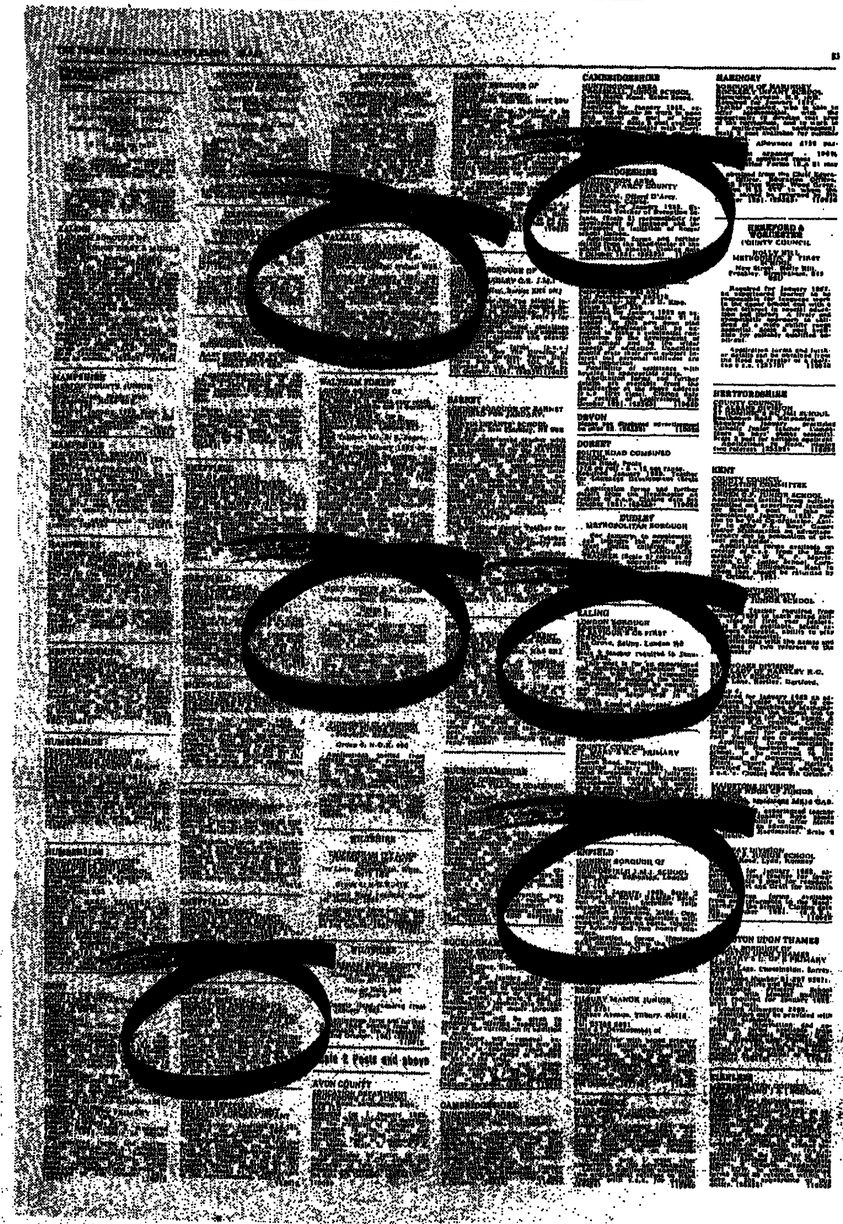
A data bank can be created to store such information within the computer and to allow pupils to input and store their own information. A computer program can then handle the purely mechanical and statistical aspects of the work – such as the sorting out of data and the tedious "number-crunching" calculations – and to display, either in tabular or in graphical form, the results.

This allows the pupils not only to get a speedy interpretation of the statistics but also to concentrate on examining their significance without the distraction of involved calculations.

This project was initially run on a voluntary basis. However, it has received help from Acorn Computers and financial support from the Gulbenkian Foundation and Oxfam.

More information can be obtained from the Project Coordinator, Computer Materials Programme, CWDE, 128 Buckingham Palace Road, London, SW1W 9SH.

Patricia Shepheard



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Classified Display £12.00 per s.c. (min. 9.5cm x 2 £228.00).
Box number facility £5.00.
Copy deadline (space permitting) Monday preceding Friday of publication.
Corrections deadline 10.30am Tuesday preceding Friday of publication.
Cancellation deadline 4.30pm Monday preceding Friday of publication.
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Nursery Education

Headships

STOCKPORT
METROPOLITAN BOROUGH OF STOCKPORT EDUCATION
OFFERTON HALL NURSERY SCHOOL
Self Moon Lane, Offerton, Stockport SK2 5LB
HEADTEACHER Group 2
Ref. 3798
Required for January 1986 or as soon as possible thereafter).
A suitably qualified and experienced teacher required.
Application forms obtainable from and returnable to The Director of Education, Town Hall, Stockport SK1 3XE, quoting reference, by 18th October 1985.
Stockport is An Equal Opportunities Employer. (16474) 100010

NORTHAMPTONSHIRE
WOODFORD HALSE CE PRIMARY SCHOOL
High Street, Woodford Halse, Daventry, Northants. NN11 6RQ
(Nursery Unit)
SCALE 2 POST
Required for January 1986 or earlier if possible, suitably experienced and enthusiastic teacher to take charge of this 38 place nursery unit attached to Woodford Halse Primary School. Nursery training preferred.
Closing date - 18th October.
Further details from Head Teacher, Mrs. J. Weaver (Tel: Byfield 60331).
Application forms (s.a.e.) available from the County Education Officer (Ref. MS), Northampton House, Northampton NN1 2EX. (01754) 100036

WALTHAM FOREST
AN EQUAL OPPORTUNITY EMPLOYER
LOWHALL NURSERY SCHOOL
Low Hall Road, London E17
Head: Miss N. Whittingham
Required for January.
An experienced nursery teacher required for this purpose built Nursery School 40 f.t.e. Commitment to parental involvement essential.
SCALE 2 plus Outer London Allowance. Ref. N4/868.
WOODSIDE INFANTS SCHOOL AND NURSERY UNIT
Wood Street, London E17.
Head: Mrs. S. Rainey
Required for January.
An experienced Nursery/Infants teacher is required to work in the 60 place Nursery. The post holder will be assisting the Senior Co-ordinator to lead the Nursery team and take specific responsibility for the use of books and visual aids for their work across the wider curriculum of the whole school.
SCALE 2 plus Outer London and Social Priority Allowances. Ref. 65/870.
For above two posts application form and further details available on receipt of a 9" x 4" s.a.e. from and returnable to the Head Teacher concerned.
Closing date 18th October, 1985. (01)
100096

DONCASTER
ADWICK WASHINGTON FIRST SCHOOL
Stafford Road, Woodlands, Doncaster DN4 7LW
Tel: Doncaster 733368
Required for January 1986.
Scale 3 Nursery Teacher.
Application forms are available from the Director of Education, Princegate, Doncaster DN1 3EP to whom completed forms should be returned by 18th October 1985. (01858) 100036

NOTTINGHAMSHIRE
COUNTY COUNCIL
NORTHFIELD INFANT SCHOOL
Cox's Lane, Mansfield Woodhouse, Mansfield, Notts NG19 8PG
Roll: 240 (including Nursery)
NURSERY TEACHER (Scale 2)
An enthusiastic teacher is required to work as a member of a team, willing to work with children with special needs and to participate in curriculum development work. Please state particular strengths.
Application forms and further details are available (s.a.e.) from the Head Teacher at the school. An Equal Opportunity Employer. (01787) 100028

Other Appointments

BARNET
LONDON BOROUGH
Required January 1986
HOLY TRINITY C.E. J.M.I. SCHOOL
Market Place, East Finchley, N2 9DD
Roll 338
Experienced nursery-trained teacher to work in a modern on-site unit who would be willing to promote parental involvement and co-ordinate activities with the Infant Department. Practising Anglican preferred but committed Christians of other traditions will be considered. Scale 2.
Re-advertisement - previous applicants will be reconsidered.
Removal expenses and separation allowances available.
Application forms (s.a.e.) obtainable from the Director of Educational Services, Town Hall, Friern Barnet, N11 3DL or be returned to the Clerk to the Governors, Mr. D.W. Smith, 17 Abbots Gardens, East Finchley, London N2 0JG by 18th October 1985. (01-) 100034

ilea Inner London Education Authority

HEADSHIPS

Applications are invited from teachers with training and experience in nursery education for the following headships:—

ST ANNE'S NURSERY SCHOOL
32 St Anne's Villas,
(Royal Crescent, Holland Park)
W11 4RS
Vacant now. Roll 36 f/t and 70 p/t. Burnham group 2 plus Inner London allowance.

WENTWORTH NURSERY SCHOOL
Cathnor Road
W12 9JN
Vacant now. Roll 30 f/t and 60 p/t. Burnham group 2 plus Inner London allowance.

Please send foolscap sae for application form and further details to Education Officer, EO/TS10, Room 252a, County Hall, SE1 7PB. Closing date for the return of completed forms 18 October.

ILEA is an Equal Opportunities Employer

7278

METROPOLITAN BOROUGH OF Rochdale Education Department

An equal opportunity employer

NURSERY HEAD TEACHER

Required for 1 January 1986.
Re-advertised post.

Thames Street Nursery School (Burnham Group 2)
Thames Street, Rochdale
Tel: Rochdale 49729

Applications are invited from suitably qualified and experienced teachers for the vacant post of Head Teacher at Thames Street Nursery School, Rochdale.
This school has 80 full-time equivalent places for children aged 3/4.
Previous applicants need not apply as they will be reconsidered.
Application forms and further particulars of the above post on receipt of a SAE may be obtained from the Chief Education Officer, PO Box 70, Municipal Offices, Smith Street, Rochdale, OL16 1TD and should be returned duly completed by 17 October 1985.

7282

CANBERRA ROAD CHILDRENS' CENTRE

East Ham, E6

1 FULL-TIME or 2 PART-TIME NURSERY TEACHER SCALE 2
Required: January 1986 earlier if possible.

A full time qualified nursery teacher or two part-time teachers to work mainly in this Social Services Children's Centre which provides day care for young children. This is a new appointment and the Authority is looking for candidates with commitment to meeting the educational needs and the day care needs of the under fives from socially deprived backgrounds through co-operation between Council departments.
Applications are invited from teachers who have completed their probationary period and preferably have some further experience in nursery education. The teachers appointed will be attached to the Oliver Thomas Nursery School, Mathews Avenue, E6 and will be professionally responsible to the Head Teacher of that school.
For an informal discussion about this post please contact Ms. V. Pickford, General Adviser for Early Years, Education Department (Tel: 534-4545 Extn 5724) or Ms P. Gilbert, Officer in Charge, Canberra Road Children's Centre (Tel: 470-3515)
London Allowance £1038.
Application forms/further particulars (s.a.e. please) available from The Director of Education to whom completed forms should be returned 15th October 1985. Education Offices, 379/383 High Street, Stratford, E15 4RD.
An Equal Opportunity Employer. (0036)

LONDON BOROUGH OF NEWHAM

ilea Inner London Education Authority

HEADSHIPS

Applications are invited from suitably qualified and experienced teachers for the following headships:—

BENTHAL (I) SCHOOL
Benthal Road, (Evering Road), N16 7AU
Vacant 28 October 1985. Roll 140 plus 46 p/t nursery. Burnham group 3 plus Inner London allowance plus £201/276 social priority allowance.

CHISENHALE (JM&I) SCHOOL
Chisenhale Road, (Old Ford Road), E3 5QY
Vacant 1 January 1986. Roll 201 plus 30 f/t nursery. Burnham group 4 plus Inner London allowance.

DURAND (JM) SCHOOL
Hackford Road, (Entrance Durand Gardens), SW9 0RD
Vacant now. Roll 130. Burnham group 3 plus Inner London allowance plus £201/276 social priority allowance.

FLEET (JM&I) SCHOOL
Fleet Road, Camden, NW3 2NY
Vacant now. Roll 200 plus 25 p/t nursery. Burnham group 4 plus Inner London allowance.

GLOUCESTER (JM) SCHOOL
Daniel Gardens, (Summer Road), SE15 6ER
Vacant 1 January 1986. Roll 215. Burnham group 4 plus Inner London allowance.

HARBINGER (JM&I) SCHOOL
Cahir Street (West Ferry Road, Millwall, E14 8QP
Vacant 1 January 1986. Roll 125 plus 25 f/t nursery. Burnham group 3 plus Inner London allowance plus £201/276 social priority allowance.

JOHN MILTON (JM&I) SCHOOL
Sleaford Street, (Battersea Park Road), SW8
Vacant 1 January 1986. Roll 143 plus 50 f/t nursery. Burnham group 4 plus Inner London allowance plus £201/276 social priority allowance plus £471 special allowance for a mother and child community project (subject to bi-annual review).

LENA GARDENS (JM&I) SCHOOL
Lena Gardens, (Shepherd's Bush Road) W6 7PZ
Vacant now. Roll 155 plus 25 f/t nursery. Burnham group 4 plus Inner London allowance plus £201/276 social priority allowance.

MOSTYN GARDENS (JM&I) SCHOOL
Cowley Road, (Vassall Road), SW9 6HF
Vacant now. Roll 165 plus 12 f/t and 30 p/t nursery. Burnham group 4 plus Inner London allowance plus £201/276 social priority allowance.

RAVENSTONE (JM) SCHOOL
Ravenstone Street, (Balham High Road), SW12
Vacant now. Roll 136. Burnham group 3 plus Inner London allowance.

SELLINCOURT (JM) SCHOOL
Sellincourt Road, (Tooting High Street), SW17
Vacant 28 October 1985. Roll 170. Burnham group 4 plus Inner London allowance plus £183 allowance for the partially hearing unit.

TOWER BRIDGE (JM&I) SCHOOL
Fair Street, (Tower Bridge Road, Bermondsey) SE1 2AE
Vacant 14 April 1986. Roll 150 plus 15 f/t and 20 p/t nursery. Burnham group 4 plus Inner London allowance.

Please send foolscap sae for application form and further details to Education Officer, EO/TS 40, Room 262a, County Hall, SE1 7PB. Closing date for the return of completed forms 18 October.

ILEA is an Equal Opportunities Employer 7279

WEST SUSSEX — SOUTHERN AREA
Henfield St. Peter's C.E. Aided School, Fabians Way, Henfield, Brighton.

Headteacher

(Group 5)

required for this Junior and Infants School (roll 278).

Applicants must be communicant members of the Church of England or Christians in good standing in their own Churches.

Further details and application form from Education Officer for Area, 15 Mill Road, Worthing, on receipt of s.a.e.

Closing date 28th October 1985.

(7020)

west sussex

NURSERY EDUCATION
continued

BRENT
LONDON BOROUGH OF BRENT
CARLTON CENTRE NURSERY SCHOOL
Carlton Vale, NW6
Tel: 01-328 2070
Required as soon as possible - Enthusiastic, experienced NURSERY TRAINED TEACHER (Scale 1) for this 40 place Nursery Centre. An interest in an ability to work with adults as well as children is essential. A shift system operates to meet the Day Care and Educational Needs of the children, but this post is for normal school hours and school terms only. Scale 2 post available for suitably experienced teacher. Candidates should state their special interests.
London Allowance of £1,038 per annum is payable.
Brent is an Equal Opportunities Employer.
Brent is fundamentally committed to Multi-cultural Education.
Unless otherwise stated application forms (sae) obtainable from the Headteacher returnable within 14 days. Arrangements will be made for all interested candidates to visit the school/unit if they so wish.
Please telephone for an appointment. Please note that separate arrangements will be made for all SHORTLISTED candidates to visit prior to interview. Travelling Expenses will be paid to short-listed candidates only.
(01789) 100026

BRENT
LONDON BOROUGH OF BRENT
EARLY CHILDHOOD EDUCATION
Required for January 1986 or sooner if possible - Qualified and experienced scale 2 NURSERY TEACHERS are required for specialised work in one of the Borough's 15 day Nurseries. These Teachers provide leadership in Education within the Day Nursery. They are members of a team of teachers which have operated succesfuly for the past 6 years. Teachers holidays and conditions of service apply.
Application forms and further details (sae) obtainable from Director of Education, PO Box 1, Chesterfield House, 9 Park Lane, Wembley, Middlesex HA9 7RW returnable by 18 October 1985.
London Allowance of £1,038 per annum is payable.
Brent is an Equal Opportunities Employer.
Brent is fundamentally committed to Multi-cultural Education.
Arrangements will be made for all interested candidates to visit the school/unti if they so wish. Please telephone for an appointment. Please note that separate arrangements will be made for all SHORTLISTED candidates to visit prior to interview. Travelling Expenses will be paid to shortlisted candidates only.
(01790) 100026

HARINGEY
Progress with Humanity

SOUTH HARRINGAY INFANT SCHOOL
Pemberton Road, London N4 1BD
Tel: 01-340 7136
A nursery trained and experienced teacher is required as soon as possible to take responsibility for the nursery unit.
There are 80 children on roll, with two groups of 20 children each, morning and afternoon. The nursery is situated in a spacious building a short distance away from the infant school.
A teacher with good communication skills is sought, to continue to develop partental involvement and links with the infant department and the pre-school centre on the same site.
A strong interest and expertise in the teaching of bilingual children is also essential in this multi-ethnic school.
It is important that applicants visit the school. Please ring the headteacher to arrange a visit.
London Allowance (£1,038) payable.
Removal expenses - 100% allowed in approved cases.
Application Forms (s.a.e.) may be obtained from the Chief Education Officer, Education Offices, 48-62 Station Road, Wood Green, London N22 4TY, to whom forms should be returned by 18th October 1985.
Haringey is an equal opportunity employer.
(13697) 100026

WALTHAM FOREST
AN EQUAL OPPORTUNITY EMPLOYER
HENRY MAYNARD INFANTS SCHOOL
Maynard Road, London E17
Head: Mrs. J. Walker
Required for November. Temporary teacher required to cover Maternity Leave for a Nursery/Reception Infants class.
SCALE 1 plus Outer London and Social Priority Allowances. Ref. P32/567.

SOUTH GROVE PRIMARY SCHOOL
Ringwood Road, London E17
Head: Mr. K. Winger
Required for January. Teacher required for the 40 place f.t.e. Nursery of this multi-cultural Primary School.
SCALE 1 plus Outer London and Social Priority Allowances. Ref. P56A/564.

THOMAS GAMUEL PRIMARY SCHOOL
Colchester Road, London E17
Head: Mr. F. Miles
Required for January. Teacher to join teacher in charge and two nursery assistants in this 40 f.t.e. nursery class.
Applicants are invited to visit the school.
SCALE 1 plus Outer London Allowance. Ref. P60A/581.
Application forms (and further details for above three posts) available on receipt of a s.a.e. from and returnable to the Head Teacher concerned. (01882) 100026

Primary School Education

Headships

BERKSHIRE
CIPPENHAM COUNTY FIRST SCHOOL
Dennis Way, Slough, Berks. SL1 5JP
N.O.R.: 175
Required for April 1986, a Headteacher for this Group 3 First School.
Application form and further details from the Director of Education, (Ref PDC), Shire Hall, Park, Reading, Berks. RG2 9XE. (SAE).
Closing date: 25th October, 1985.
An Equal Opportunity Employer. (06592) 110010

BERKSHIRE
WOODLANDS PARK COUNTY PRIMARY SCHOOL
Heywood Avenue, Woodland Park, Maidenhead, Berks. SL6 3JB
N.O.R.: 184
Required for January 1986, a Headteacher for this Group 4 Primary School.
Application form and further details, from the Director of Education (Ref. PDC), Shire Hall, Shinfield Park, Reading RG2 9XE (SAE).
Closing date: 25th October, 1985.
An Equal Opportunity employer. (01169) 110010

DEVON
Please see displayed advertisement on Page 69.
(13761) 110010

DONCASTER
WARMSWORTH C.E. (CONTROLLED) FIRST SCHOOL
Stapleton Road, Warmsworth, Doncaster DN4 9LJ
Required for January 1986, or as soon as possible,
HEAD, GROUP 2
Applicants must be a committed Christian.
Application forms and further details are available from the Director of Education, Princegate, Doncaster DN1 3EP to whom completed forms should be returned by 18th October 1985. (01827) 110010

EALING
LONDON BOROUGH
Education Service
MONTPELIER FIRST SCHOOL
Helena Road, Ealing W5
Teacher required for January 1986 an experienced, enthusiastic flexible First School teacher to take responsibility for mathematics throughout the school.
Scale 2 salary plus £1,038 per annum London Weighting.
Application forms available from Chief Education Officer, Hadley House, 79-81 Uxbridge Road, Ealing W5 (SAE) to be returned by 18 October 1985./
(01784) 110010

GATESHEAD
METROPOLITAN BOROUGH COUNCIL
WHICKHAM RC (AIDED) PRIMARY SCHOOL
APPOINTMENT OF HEAD TEACHER - GROUP 4
Applications are invited from suitably qualified and experienced people for the above named post effective from 1 January 1986 or earlier if possible.
This modern school currently accommodates over 220 pupils and is located on the east side of Whickham.
Application forms and further particulars are available from the Director of Education, Education Office, Prince Consort Road South, Gateshead, Tyne and Wear NE8 4LP. Completed forms should be returned by not later than 18th October 1985 to the Reverend J. Taggart, St Mary's Presbytery, Dockendale Lane, Whickham, Newcastle NE16 4EN.

GATESHEAD ST MARY'S C.E. (AIDED) INFANTS SCHOOL (N)
APPOINTMENT OF HEAD TEACHER - GROUP 2 + S.P.A.
Applications are invited from suitably qualified and experienced people for the above named post effective from 1 January 1986 or earlier if possible. Preference will be given to communicant members of the Church of England.
Application forms and further particulars are available from the Director of Education, Education Office, Prince Consort Road South, Gateshead, Tyne & Wear NE8 4LP. Completed forms should be returned by not later than 18 October 1985 to the Rev. K. Huxley, Gateshead Rectory, 91 Old Durham Road, Gateshead, Tyne & Wear NE8 4BS.
(01933) 110010

NORTH YORKSHIRE
COUNTY COUNCIL
Applications are invited from suitably qualified and experienced Teachers for the following Headship appointments:-
RE-ADVERTISEMENTS
KIRKBY-IN-CLEVELAND AND GREAT BROUGHTON C E AIDED PRIMARY SCHOOL
Near Middlesbrough
(Group 2)
Applicants should be communicant Members of the Church of England.
LUTTONS COUNTY PRIMARY SCHOOL
Near Malton
(Group 1)
Previous applicants for both these posts will be reconsidered unless they let me know, in writing, to the contrary.
Please send stamped addressed envelope for application form and details to the County Education Officer, County Hall, Northallerton [illegible] to whom completed forms should be returned not later than 18 October 1985.
(01855) 110010

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
MEDWAY DIVISION
ST. WILLIAM OF PERTH RC PRIMARY SCHOOL (AIDED)
Canon Close, Rochester, Kent
Group 3 Autumn Term 1985.
Roll 139
Head Teacher required for beginning of the Summer Term 1986. Applicants should be practising Catholics and holders of Catholic Teachers Certificate.
Letter of application, including CV and names and addresses of two referees, should be addressed to: Father M. Daniels, The Presbytery, Canon Close, Rochester, Kent. Closing date: 25th October 1985.
Re-advertisement: Previous applicants will automatically be reconsidered.

SEVENOAKS DIVISION
HALSTEAD COUNTY PRIMARY SCHOOL
Otford Lane, Halstead, Sevenoaks TN14 7EA
APPOINTMENT OF HEAD TEACHER for January or April 1986.
Group no 3 - Roll approximately 100.
Application forms and further details available from the Divisional Education Officer, 66 London Road, Sevenoaks, Kent TN13 1AT (SAE please) to whom they should be returned by 18th October 1985. (01406) 110010

WARWICKSHIRE
Appointment of Head
ALCESTER INFANT SCHOOL
Moorfield Road, Alcester B49 5DA
Applications are invited from suitably qualified and experienced teachers for the post of Head of this Group 4 school (170 on roll) with effect from Easter 1986.
Application form and further details may be obtained from the County Education Officer, 22 Northgate Street, Warwick CV34 4SR, (ref: SCH/JT) to whom completed forms should be returned by 18th October 1985.
Warwickshire is an equal opportunities employer.
(18155) 110010

NORTHAMPTONSHIRE
WELLINGBOROUGH VICTORIA INFANT SCHOOL
Finedon Road, Wellingborough, Northants. NN8 1EA
APPOINTMENT OF HEAD TEACHER
Salary equivalent to that for Heads on Burnham Group 4)
Required for January 1986, able and experienced teacher for the Headship of this well-established infant school which is housed in modern premises on a very pleasant campus and serves the local multi-ethnic community. (Expected roll in September 150).
Nearly sixty percent of the school population is made up of pupils from Gujarati Afro-Caribbean, Bengali and Pakistani Communities. The school has one full time Section 11 Teacher to support bilingual pupils who learn English as a second language. A second Section 11 post is being advertised.
Closing date - October 18th.
Details and application forms (s.a.e.) available from the County Education Officer (Ref. MH), Northampton House, Northampton NN1 2HX.
(13733) 110010

OXFORDSHIRE
COUNTY COUNCIL
LEAFIELD CE (V.C.) PRIMARY SCHOOL
Required for January 1986, a Headteacher for this Group 1 village primary school with approximately 50 on roll. Leafield is five miles from Burford.
Application forms and further details available from the Chief Education Officer (ref RH) Macclesfield House, New Road, Oxford OX1 1NA to be returned within two weeks of the appearance of this advertisement SAE essential. Previous applicants remain under consideration.
(01894) 110010

Wiltshire

PRIMARY EDUCATION
Headship Post

NEWTON TONY C.E.
(Controlled) Primary School,
Newton Tony, Salisbury, SP4 0HF

Group 1 N.O.R. 38

HEAD TEACHER required from January or April 1986, for this 2 class village School housed in modern premises on an attractive site some 8 miles to the north east of the Cathedral City of Salisbury.

Application form and further details (SAE please) from and returnable to the Chief Education Officer, Education Department (Ref. ST/T/PMB), County Hall, Trowbridge, by 11th October.

SCALE 1 POSTS

ST. MICHAEL'S C.E.
Controlled Primary School,
Queensway, Melksham, SN12 6LS

Group 6 N.O.R. 327

Permanent Teacher Scale 1

An enthusiastic and imaginative teacher required from January [illegible] 3rd/4th year junior class. Ability to take a leading role in the development of [illegible] the school would be desirable, although this is not as important as being a [illegible] teacher.

Letters of application stating age and giving particulars of education, training and experience and also the names and addresses of 2 referees to be sent to the Head Teacher at the above address by 16th October, 1985.

ST. OSMUND'S R.C.
R.C. Aided Primary School,
Exeter Street, Salisbury, SP1 2SG

Group 4 N.O.R. 165

Required for January 1986 teacher for Infants. The Governors seek to appoint a lively teacher with enthusiasm in music and other creative areas. Practising Catholic preferred.

Written letter of application to be sent to the Head Teacher, stating age, giving particulars of education, training and experience and also the names and addresses of two referees by 14th October.

ST. GEORGE'S R.C.
Aided School,
Woodcock Road, Warminster, BA12 9EZ

Group 3 N.O.R. 134

Required for January 1986 an enthusiastic teacher to (a) take responsibility for boys games, (b) take charge of class of 3rd/4th year Juniors. Practising Catholic preferred.

Written letter of application to be sent to the Head Teacher, stating age, giving particulars of education, training and experience and also the names and addresses of two referees by 18th October.

ALDERBURY COUNTY
Primary School,
School Hill, Alderbury, Salisbury, SP5 3DR

Group 2 N.O.R. 69

Required for January 1986 an enthusiastic teacher for Juniors. Interest in computers would be an advantage.

Written letter of application to be sent to the Head Teacher, stating age, giving particulars of education, training and experience and also the names and addresses of two referees by 14th October.

(7367)

PRIMARY HEADSHIPS
continued

WIRRAL
METROPOLITAN BOROUGH OF WIRRAL
ST. MARY'S C.E. (CONTROLLED) PRIMARY SCHOOL
Eastham, Wirral
Required for 1st January 1986 HEADTEACHER for this Group 2 School.
Application forms and further details are available from Director of Education, Municipal Offices, Cleveland Street, Birkenhead L41 6NH, to whom completed forms should be returned by 16th October, 1985.
(13902) 110010

Deputy Headships Second Masters/Mistresses

BEDFORDSHIRE
NORTHERN AREA
ROXTON V.A. LOWER SCHOOL
School Lane, Roxton
Tel: Bedford 870230
Required for January 1986. A DEPUTY HEAD, Group 2. Infant experience essential. Please state curriculum interests.
Application forms and further details from the Headmistress, sae please.
Closing date: 16th October 1985. (16490) 110012

BERKSHIRE
OLDFIELD COUNTY PRIMARY SCHOOL
Chiltern Road, Maidenhead SL6 1XA
N.O.R.: 207
Required as soon as possible, a Deputy Headteacher for this Group 4 Primary School.
Applications from and further details from the Director of Education (Ref. PDC), Shire Hall, Shinfield Park, Reading RG2 9XE (s.a.e.). Closing date: 14th October.
An Equal Opportunity Employer. (01168) 110012

BUCKINGHAMSHIRE
MILTON KEYNES AREA
Equal Opportunity Employer
COLD HARBOUR CE COMBINED SCHOOL
Highland Close, Bletchley, Milton Keynes MK3
DEPUTY HEADTEACHER
Required from January 1986, a Deputy Headteacher of this group 4 school. The post offers an opportunity to be centrally involved in developing the curriculum of this growing school. Applicants should give details of their curriculum interests and experience.
There are 250 pupils, age range 5 to 12, organised into eight classes. The school is situated in Bletchley, a developed area of Milton Keynes. A major building programme is scheduled to begin at the school in 1986.
Previous applicants will be automatically reconsidered.
Assistance with removal expenses and rented housing may be available in approved cases and there is a wide range of housing to buy in the area.
Application forms and further details are available from the Education Officer, J.A. Ginnever, B.Sc., M.Ed., at the Milton Keynes Area Education Officer, 1 Witan Gate East, Central Milton Keynes MK9 2BE, on receipt of a foolscap stamped addressed envelope.
(13878) 110012

BUCKINGHAMSHIRE
MILTON KEYNES AREA
Equal Opportunity Employer
BRADWELL COMMON COUNTY COMBINED SCHOOL
Bradwell Common, Milton Keynes
DEPUTY HEADTEACHER - Group 6
Required from January 1986, a Deputy Headteacher for this new combined school catering for children 5 - 12 years.
Candidates must be excellent primary practitioners, have specific expertise in the later primary years and be able to offer a modern professional commitment to a major area of the curriculum.
A keen interest in involving the community and the parents would be essential.
Assistance with removal expenses and rented housing may be available in approved cases and there is a wide range of housing to buy in the area.
Application forms and further details are available from the Education Officer, J.A. Ginnever, B.Sc., M.Ed., at the Milton Keynes Area Education Office, 1 Witan Gate East, Central Milton Keynes, MK9 2BE, on receipt of a foolscap stamped addressed envelope.
(18180) 110012

CAMBRIDGESHIRE
(Equal Opportunity Employer)
JOHN PAXTON COUNTY JUNIOR SCHOOL
Sawston
Required for Easter 1986 or earlier if possible DEPUTY HEAD (group 5).
Application form/details from Head Designate, John Paxton School, Link Road, Sawston, Cambridge CB2 4LB. Returnable by 14th October (Sae Please). (18172) 110012

DONCASTER
WOODLANDS EAST R.C. JUNIOR/INFANT SCHOOL
Doncaster Lane, Woodlands, Doncaster DN7 5BL
Tel: Doncaster 723320
Required for January 1986. Deputy Head, Group 4.
Applicants must be a practising Roman Catholic.
Application forms are available from the Director of Education, Princegate, Doncaster DN1 3EP to whom they should be returned by Friday, 18th October 1985.
(01826) 110012

EALING
LONDON BOROUGH
EDUCATION SERVICE
HAVELOCK FIRST SCHOOL
Havelock Road, Southall, Middlesex UB2 4PA
DEPUTY HEADTEACHER
Required for January 1986 an experienced and enthusiastic teacher, conversant with current First School practice with the ability to co-ordinate aspects of curriculum development in this multicultural open plan school.
Group 5 salary plus £1,038 London Weighting.
Relocation expenses may be payable.
Application forms (SAE) and further details from Chief Education Officer, Hadley House, 79-81 Uxbridge Road, Ealing W5 5SU to be returned by 18 October 1985.
(01509) 110012

EAST SUSSEX
ST ANDREWS C.E. INFANT SCHOOL
Winchelsea Road, Eastbourne BN22 7PP
From January 1, 1986: Deputy Headteacher (Group 4). Interest in language development.
Relocation grants in approved cases.
Application forms and details (sae please) from the County Education Officer, PO Box 4, County Hall, St Anne's Crescent, Lewes BN7 1SG to be returned to the Head Teacher by October 18. (01940) 110012

ESSEX
PURFORD GREEN COUNTY JUNIOR SCHOOL
Purford Green, Harlow CM18 6HP
Tel: Harlow 25074
(Roll 160)
DEPUTY HEAD, Group 4
Required for January, 1986, vacancy due to promotion, enthusiastic and dedicated teacher. Attractive school and friendly atmosphere. Closing date: 16th October, 1985.
Application forms and further details from Area Education Office (foolscap s.a.e. please).

STIFFORD CLAYS JUNIOR SCHOOL
Whitmore Avenue, Grays RM16 2ST
Tel: Grays Thurrock 73866
(Roll 259)
DEPUTY HEADTEACHER, Group 5
Required January, experienced teacher with understanding of current primary practice able to contribute significantly to organisation, curriculum and staff development. Closing date: 28th October, 1985.
Write to Area Education Office, The Knares, Basildon SS16 5RX (foolscap s.a.e. please).

SOMERS HEATH COUNTY PRIMARY SCHOOL
Stifford Road, South Ockendon RM15 2LX
Tel: South Ockendon 853397
(Roll 145)
DEPUTY HEADTEACHER, Group 4B (+£264 Fringe Allowance and £201 Social Priority Allowance)
Required April, 1986, able to demonstrate good present day primary practice. Interest in games/computers advantageous. Opportunity to expand ideas. Ability to make positive contribution to curriculum development. Closing date: 11th October, 1985.
Applications to Area Education Office, The Knares, Basildon SS16 5RX (foolscap s.a.e. please).

WHITE NOTLEY C. OF E. PRIMARY SCHOOL
Vicarage Avenue, White Notley, Witham
Tel: Silver End 83376
(Roll 95)
DEPUTY HEADTEACHER, Group 2
Applicants should have an understanding of good primary practice and the ability to encourage and guide colleagues and able to take a lead in curriculum development. Closing date: 18th October, 1985.
Application forms available from and returnable to the North West Education Office, Crossman House, Station Approach, Braintree CM7 6QA (foolscap s.a.e. please).
(01512) 110012

HAMPSHIRE
ORCHARD COUNTY INFANT SCHOOL
Water Lane, Dibden Purlieu, Southampton
N.O.R. 200 approx.
DEPUTY HEADTEACHER
Group 4 School
Salary Scale currently £8,049 - £10,482
Expertise in music an advantage. Required January 1986.
Application and curriculum vitae together with s.a.e. to Headteacher. (01058) 110012

HAMPSHIRE
RE-ADVERTISEMENT
GUILLEMONT JUNIOR SCHOOL
Sandy Lane, Farnborough, Hampshire
N.O.R. 280
Group 5
Deputy Head Teacher for open plan DES Design Building Project school. Required for January 1986. Closing date 18th October 1985.
Application forms and details available from the Head Teacher on receipt of s.a.e.
(01067) 110012

HERTFORDSHIRE
HOLY ROOD INFANT SCHOOL
Greenbank Road, Watford
Required January 1986, Deputy Head for this Group 3 Infant School.
Must be committed Catholic.
London fringe allowance £264.
Application form and further details from the Divisional Education Officer (please enclose s.a.e.) Little Cassiobury, 31 Hempstead Road, Watford WD1 3EY to be returned by 18th October 1985.
(16489) 110012

HUMBERSIDE
COUNTY COUNCIL
EDUCATION COMMITTEE
Grimsby Division
EASTFIELD JUNIOR SCHOOL
Margarete Street, Immingham
Required for January, 1986.
DEPUTY HEAD for this Group 4 School. This is a re-advertisement.
Application forms obtainable from the Divisional Education Office, Eleanor Street, Grimsby, (on receipt of s.a.e.), should be returned to the Head Teacher at the school by 14th October 1985.
All applicants are considered on the basis of their suitability for the job irrespective of disablement, race, creed, sex or marital status. Disabled candidates whose applications have the written support of their D.R.O. will be guaranteed an interview. (01729) 110012

ISLE OF WIGHT
HAYLANDS COUNTY PRIMARY SCHOOL
Playstreet Lane, Ryde, IW. PO30 3LJ
Age range 5 - 9 years, 181 on roll Group 4
Applications are invited for the post of DEPUTY HEADTEACHER at this Group 4 Primary School which is situated on the outskirts of Ryde.
The appointment will be effective from Easter (or January if possible).
Application forms and further details available from the County Education Officer, County Hall, Newport, IW, PO30 1UD, to whom completed forms should be returned by 16 October, 1985. (SAE please). (01728) 110012

LEICESTERSHIRE
COUNTY COUNCIL
An Equal Opportunity Employer
MELTON BROWNLOW COUNTY PRIMARY SCHOOL
Limes Avenue, Melton Mowbray, Leicestershire LE13 1QL
Headteacher: Mrs. S.E. Korczak
445
SECOND DEPUTY HEADTEACHER
(SECOND MASTER/MISTRESS)
Group 7
Applications are invited from experienced primary teachers for this senior management post from January 1986.
Strengths in science and computer studies, and/or design related activities would be an advantage.
Further details and applications form available from the school (SAE).
Closing Date: 14th October 1985. (01873) 110012

LINCOLNSHIRE
DEPUTY HEAD
WADDINGHAM COUNTY PRIMARY
Waddington, Gainsborough, Lincs. DN21 4SX
(Group 2, Roll 75)
Enthusiastic Deputy Head required for January 1986 initially for Infants. Interests in microcomputers would be an advantage. Applicants should state other curricular interests.
Telephone Head for form and details. Tel: Bishop Norton 239. Closing date: 14th October 1985.
(LO405). (18171) 110012

MERTON
LONDON BOROUGH OF MERTON
EDUCATION COMMITTEE
MERTON IS AN EQUAL OPPORTUNITIES EMPLOYER
CANTERBURY PRIMARY
Canterbury Road, Morden, Surrey SM4 6PU
Tel: 01-648 1852
Head Teacher: Mrs J. Langley
Age range: 3 - 9 years
No. on roll: 104
An enthusiastic and committed teacher required for the Deputy Headship of this Group 2 Primary School. An interest in Social Studies or Science would be an advantage.
CLOSING DATE: 25th October, 1985.
Application forms and further particulars of the post are available from the Head Teacher at the above address. Please enclose stamped addressed envelope. (01932) 110012

NEWHAM
LONDON BOROUGH OF NEWHAM
WILLIAM DAVIES INFANTS SCHOOL
Stafford Road, London E7 8NL
Head Teacher: Miss M.R. Stewart
Number on roll: 240 + 90 P.T.
DEPUTY HEAD Group 5
Required January 1986. Interested candidates are invited to visit the school by appointment.
LONDON ALLOWANCE £1,038 plus Social Priority Allowance.
Application forms/further particulars (s.a.e. please) available from the Director of Education to whom completed forms should be returned by 15th October 1985.
Education Offices, 379/383 High Street, Stratford, E15 4RD. (16880) 110012

NORTHAMPTONSHIRE
NORTHAMPTON WHITEHILLS LOWER SCHOOL
Acre Lane, Spring Park, Northampton NN2 8DF
APPOINTMENT OF DEPUTY HEAD - Group 5
Required for January 1986, due to promotion to headship, a Deputy Head (Group 5) for this forward-looking school for 4 - 9 years (number on roll - 373) in an attractive site on the edge of Northampton. There is considerable parental and community involvement and the successful candidate would be expected to develop this as well as take responsibility for staff development and inter-school liaison. An energetic and enthusiastic teacher is sought, with a commitment to 'the Northamptonshire View' of the curriculum.
Closing date - October 18th.
Application forms and further details (s.a.e.) available from the County Education Officer (Ref. MH), Northampton House, Northampton NN1 2HX.
(13732) 110012

OXFORDSHIRE
COUNTY COUNCIL
DRAYTON COUNTY PRIMARY SCHOOL
Hilliat Fields, Drayton, Abingdon OX14 4JF
Required for January, a deputy Headteacher to share in the leadership and curriculum development of this Group 3 school. Applicants should be able to work effectively with dedicated staff. Interest in out-of-school and community activities would be an advantage.
Applications to Headteacher with SAE within two weeks of the appearance of this advertisement. (13815) 110012

OXFORDSHIRE
COUNTY COUNCIL
PEPPARD C.E. PRIMARY SCHOOL
Peppard, Nr. Henley
Required for January 1986, an able and career minded Deputy Headteacher (Group 2) with the ability and skill to work in a small, successful team. The post entails responsibility for the infant department but also includes organisational responsibilities and work with the older primary range. Candidates should be committed to the needs of young children and to the life of the school in the community.
Further details and application forms available from the Headteacher (SAE essential) to be returned within a fortnight of this advertisement.
(01783) 110012

POWYS
COUNTY COUNCIL
EDUCATION DEPARTMENT
IRFON VALLEY C.P. SCHOOL
Garth, Llangammarch Wells
Required for 1st January, 1986 a qualified Deputy Head Teacher. Salary will be at group 3. The successful candidate will be responsible for language development throughout the school (Ref: 34).
Application forms obtainable from the Director of Education, Education Department, The Lindens, Spa Road, Llandrindod Wells, Powys LD1 5HA to whom completed forms should be returned by 24th October, 1985. (01107) 110012

SHROPSHIRE
EDUCATION COMMITTEE
EQUAL OPPORTUNITIES EMPLOYER
ST PETER & PAUL R.C. PRIMARY SCHOOL
Salters Lane, Newport, Shropshire
Required for January 1986 DEPUTY HEAD GROUP 2 to teach upper junior class. Responsibility for Games/P.E. and Library an advantage.
Applicants must be practising Catholics.
Application forms and further details from the Head (SAE). Closing Date 14th October 1985.
(13724) 110012

SUFFOLK
COUNTY COUNCIL
THE CANGLE COUNTY PRIMARY SCHOOL
Withersfield Road, Haverhill
(Age Range 3 - 9; 270 on roll)
Required from April, 1986. DEPUTY HEAD (Group 5) experienced throughout the 3 - 9 age range. Leadership in a major curriculum area, preferably science, will be expected.
Application forms and further details from the Headteacher at the school concerned (s.a.e. please) to whom forms should be returned as soon as possible.
(01526) 110012

WEST SUSSEX
YAPTON C.E. (CONT.) PRIMARY SCHOOL
Yapton, Arundel, West Sussex BN18 0DU
(Group 5, 5 - 11 Junior & Infant School)
DEPUTY HEADTEACHER required (Group 5) for January 1986. Candidates should be enthusiastic and will probably be holding a Special Responsibility Post. A desire to be involved in the shared work of general curriculum development and monitoring will be required. In addition to the normal duties of a Deputy Head, a special interest in Mathematics would be an advantage.
Forms and details from Headteacher on receipt of s.a.e. [illegible]
[illegible] 110012

Heads of Department

SUFFOLK
COUNTY COUNCIL
WOODS LOKE PRIMARY SCHOOL
Butley Drive, Lowestoft NR32 3EB
5 - 10: 240 - pupils
Required preferably for January 1986, Head of Junior Department, Scale 3. Applicants should have experience in the Primary age range and a commitment to curriculum development of 5 classes (7 - 10) and would be required to offer a lead throughout the school in the area of project work.
Application forms and further details from the Headteacher at the school concerned (s.a.e. please) to whom they should be returned as soon as possible.
(01530) 110018

Scale 2 Posts and above

AVON COUNTY
ELMLEA INFANTS' SCHOOL
Elmlea Avenue, Westbury-on-Trym, Bristol BS9 3UU
Required from 1st January 1986, teacher to take responsibility for the Language area of the Curriculum, together with the Library in this open-plan school. (Scale 2).
Letters of application to the Headteacher immediately giving full c.v. and names of two referees, enclosing sae.
Avon as an Equal Opportunities Employer considers applicants on their suitability for the post, regardless of sex, race, disability or sexual orientation. (01801) 110020

BERKSHIRE
WINCHCOMBE JUNIOR SCHOOL
Shaw Eastate, Newbury RG13 1LW
(Language and Literacy Unit)
N.O.R. 210
Required as soon as possible, enthusiastic and perceptive teacher to take charge of this Unit serving the Newbury District. Ability to be responsible for the individual work of the Unit and to integrate with general life of the school is essential. No closing date.
Further details and application forms from Headteacher. SAE please.
An Equal Opportunity Employer. (13649) 110020

BRADFORD
CITY OF BRADFORD METROPOLITAN COUNCIL
REEVY HILL FIRST SCHOOL
Required for January 1986 - Nursery Teacher Scale 2 and SPA.
An appropriately trained, experienced and enthusiastic teacher to take responsibility for our 40/40 place Nursery Unit and to head a team of a further Scale 1 teacher and two NNEB staff. An interest in pre school and the reception age group is an essential requirement.
Arrangements have been made for all applicants to be able to look around the school and discuss the post. Please Tel: Bradford 677349 to make an appointment.
Previous applicants will be reconsidered unless they advise to the contrary.
Application forms may be obtained from the Directorate Personnel Office, 4th Floor, Provincial House, Market Street, Bradford BD1 1NP and should be returned to the Headteacher Mr. M.G. Rowe, Reevy Hill First School, Bedale Drive, Buttershaw, Bradford BD6 3ST by Friday 18 October 1985.
Reference ET 93693/TES.
Bradford is an equal opportunities employer and welcomes applications from candidates of any race, sex, age or disability, unless otherwise stated.
(06580) 110020

BRADFORD
CITY OF BRADFORD METROPOLITAN COUNCIL
ST MICHAEL'S FIRST SCHOOL
Required from January 1986, a Scale 2 (plus SPA) teacher to be responsible initially for a class of 8 - 9 year olds, but able to teach the full first school age range.
The extra responsibility will be for a sphere of the curriculum in which the candidate can take a leading role.
Further details are available from the school (Tel: 574544), visits welcome.
Application forms may be obtained from the Directorate Personnel Office, 4th Floor, Provincial House, Market Street, Bradford BD1 1NP and should be returned to the Headteacher St Michael's First School, Dawnay Road, Bradford BD5 9LQ by 18 October 1985.
Reference ET 94885/TES.
Bradford is an equal opportunities employer and welcomes applications from candidates of any race, sex, age or disability, unless otherwise stated.
(06581) 110020

WEST GLAMORGAN
County Council

Education Department

PRIMARY DEPUTY HEADSHIP

Applications are invited from suitably qualified and experienced persons for the following post to commence in January, 1986 or as soon as possible thereafter.

RHOS County Primary School, Neath Road, Pontardawe, Swansea SA8 3EB. (MIXED) 210 on roll) (Age Range 5-11).

A Deputy Headteacher is required for this group 4 school. (Post ref: 2:41:85).

Applications are available upon receipt of a large stamped addressed envelope from the Director of Education, Personnel Section, West Glamorgan County Council, County Hall, Swansea. SA1 3SN. The closing date for receipt of completed application is THURSDAY, 17th October, 1986.

(7389)

Required for 1st January 1986

DEPUTY HEADTEACHER

St Josephs R.C. Primary School, Newport (Group 4)

Applications are invited from suitably qualified Catholic teachers for the post of Deputy Headteacher at the above school.

Further details and application forms available from the Clerk to the Governors, St Mary's Presbytery, Stow Hill, Newpot, to whom they should be returned by 11th October 1985.

Gwent County Council

PRIMARY EDUCATION
continued

BRADFORD
CITY OF BRADFORD METROPOLITAN COUNCIL
ST WILLIAM'S FIRST SCHOOL
Re-advertisement
A caring, enthusiastic, Catholic teacher is needed for January 1986, to work in a co-operative teaching situation with children of 8 - 10 years old.
This is a Scale 3 post with responsibility for supporting learning through topic work throughout the school. This is a semi open-plan school and visits by appointment are welcome.
Previous candidates will be considered and need not re-apply.
Application forms may be obtained from the Directorate Personnel Office, 4th Floor, Provincial House, Market Street, Bradford BD8 9RG where they must be received by 18 October 1985.
Reference ET 85285/TES.
Bradford is an equal opportunities employer and welcomes applications from candidates of any race, sex, age or disability unless otherwise stated. (063821) 110020

BRADFORD
CITY OF BRADFORD METROPOLITAN COUNCIL
PRINCEVILLE FIRST SCHOOL
Required for January 1986, two Scale 2 Teachers and one Scale 3.
Applicants should be lively, enthusiastic and able to promote and develop areas of the curriculum as required in school. Successful applicants will be expected to work in a horizontally grouped class of children within the first four year groups. They should have experience of, or be eager to learn about middle schools children.
Applications should be accompanied by a letter indicating approach to classroom management, professional and personal interests.
Please ring 3753298 for further information and to arrange visits.
Application forms may be obtained from the Directorate Personnel Office, 4th Floor, Provincial House, Market Street, Bradford BD1 1NN and should be returned to the Headteacher Mr. P.J. Sale, Princeville First School, Willowfield Street, Bradford BD7 2AS, by Wednesday 16 October 1985.
Reference ET 86185/TES.
Bradford is an equal opportunities employer and welcomes applications from candidates of any race, sex, age or disability, unless otherwise stated. (065583) 110020

BRENT
LONDON BOROUGH OF BRENT
FURNESS INFANTS' SCHOOL
Furness Road, NW10 5YT
Tel: 01-965 4491
(Roll: 319 Social Priority School)
Required for January 1986 - TEACHER of JUNIORS to take responsibility for Social Studies, and A.V.A., and other resources (Scale 2). This post will involve class and group tuition across the Junior age range with particular reference to special educational needs; and it is expected that candidates will be appropriately experienced.
London Allowance of £1,038 per annum is payable.
Brent is an Equal Opportunities Employer.
Brent is fundamentally committed to Multi-cultural Education. Visits are welcomed. Application forms (see) obtainable from the Headteacher returnable within 14 days. Arrangements will be made for all interested candidates to visit the school until they so wish. Please telephone for appointment. Please note that separate arrangements will be made for all SHORTLISTED candidates to visit prior to interview. Travelling Expenses will be paid to shortlisted candidates only.
(01792) 110020

BRENT
LONDON BOROUGH OF BRENT
MALCOLM PRIMARY SCHOOL
Malcolm Road, Oakfield Road, Penge, London SE20 8RL
Required for January 1986, an experienced and enthusiastic teacher to take a leading role in the development of Computer Assisted Education across the Primary Curriculum.
This Scale 2 post is initially to take a class of 3rd year Junior Children in the Primary school, with 330 on roll. Social Priority School Allowance payable. The successful candidate will be expected to take a full part in the normal life of the school; Previous applicants will be considered.
Further details and application forms are available on request from the Headmaster at the school (please send s.a.e.) to whom completed forms should be returned by 15th October 1985. (01824) 110020

BERKSHIRE
GEOFFREY FIELDS JUNIOR SCHOOL
Rabourne Road, Reading RG2 8RN
Required January 1986, a Scale 2 Teacher with responsibility for curriculum co-ordination of Physical Education throughout the school.
Further details and application form from the Headteacher (s.a.e. please). Tel: Reading 872093.
Closing date: 20th October 1985.
An Equal Opportunity Employer. (065386) 110020

BROMLEY
LONDON BOROUGH OF BROMLEY
EDGEBURY PRIMARY SCHOOL
Belmont Lane, Chislehurst, Kent BR7 6BZ.
Required for January 1986, an experienced and successful teacher to take responsibility for Mathematics. Scale 2.
Applicants must be willing to be involved in curriculum development generally throughout the primary range and it would be desirable if he/she can offer another area of expertise, in particular, an interest in and understanding of the many aspects of physical education would be an advantage.
Application forms and further particulars available from the Headmaster at the school (foolscap s.a.e. please), to whom completed forms should be returned by 15th October 1985.
(01843) 110020

BROMLEY
LONDON BOROUGH OF BROMLEY
THE HIGHWAY PRIMARY SCHOOL
The Highway, Orpington, Kent BR6 9BJ
Required for January 1986, a teacher with both Infant and Junior experience. Scale 2. The successful candidate will be required to take a 1st year Infant class this year and an Infant class next year, and have the ability and willingness to develop and implement the school's language policy.
The school believes in a child-centred approach. Much of the work is thematically based.
Application forms and further details available from the Headmaster at the school (please send a.s.e.) to whom completed forms should be returned by 15th October 1985.
(01843) 110020

BROMLEY
LONDON BOROUGH OF BROMLEY
LANGLEY PARK BOYS SCHOOL
South Eden Park Road, Beckenham, Kent BR3 3BP
Group 11 - 1070 boys - Sixth Form 350
Required for January 1986, Graduate teacher of English to be Second in Department. Scale 3. Outer London Allowance.
We are an established 11 - 18 all-ability boys school operating a joint sixth form of 350 with the adjacent Girls' School. English is taught to all boys to 'O' level and CSE, and there is a strong 'A' level tradition.
Further details and application forms (foolscap s.a.e. please) are available from the Headmaster, Mr. B.A. Phythian, to be returned to the school by 15th October 1985.
(01837) 110020

BROMLEY
LONDON BOROUGH OF BROMLEY
MALCOLM PRIMARY SCHOOL
Malcolm Road, Oakfield Road, Penge, London SE20 8RL
Required for January 1986, an experienced and enthusiastic teacher to take a leading role in the development of Computer Assisted Education across the Primary Curriculum.
This Scale 2 post is initially to take a class of 3rd year Junior Children in the Primary school, with 330 on roll. Social Priority School Allowance payable. The successful candidate will be expected to take a full part in the normal life of the school; Previous applicants will be considered.
Further details and application forms are available on request from the Headmaster at the school (please send s.a.e.) to whom completed forms should be returned by 15th October 1985. (01824) 110020

BROMLEY
LONDON BOROUGH OF BROMLEY
BALGOWAN PRIMARY SCHOOL
Balgowan Road, Beckenham, Kent BR3 4HJ
Required for January 1986, an enthusiastic and experienced teacher to share curriculum responsibility for Mathematics throughout this Group 7 school.
This is a Scale 2 post and the person appointed will be asked initially to take a class of first-year Juniors.
The post will involve a substantial input into the development of previous school's language policy.
Application forms and further details may be obtained from the Headmaster, Mr. Martin Skelton, at the school (foolscap s.a.e. please), to whom completed forms should be returned by 15th October 1985.
Teachers thinking of applying are very welcome to visit us at any mutually convenient time.
(18160) 110020

BROMLEY
LONDON BOROUGH OF BROMLEY
BALGOWAN PRIMARY SCHOOL
Balgowan Road, Beckenham, Kent BR3 4HJ
Required for January 1986, an enthusiastic and experienced teacher to share curriculum responsibility for Mathematics throughout this Group 7 school.
This is a Scale 2 post and the person appointed will be asked initially to take a class of 7th Year Infants.
The school has recently begun moves to implement a more process based mathematics curriculum and the post offers opportunity for a teacher interested in making a contribution in this area.
Application forms and further details may be obtained from the Headmaster, Mr. Martin Skelton, at the school (foolscap s.a.e. please), to whom completed forms should be returned by 15th October 1985.
Teachers thinking of applying are very welcome to visit us at any mutually convenient time.
(18161) 110020

BROMLEY
LONDON BOROUGH OF BROMLEY
HAWES DOWN JUNIOR SCHOOL
The Mead, West Wickham, Kent BR4 9SA
Required for January 1986, an experienced, enthusiastic Junior School teacher to be responsible for Mathematics throughout the school. Candidates need not have previous experience as a Maths Co-ordinator, provided they have an interest, and some expertise in the subject. (The school has recently introduced the Elan Mathematics as a core scheme). A knowledge of computer Science and/or Computer Education would be an advantage.
Scale 2 post. Please write stating any special interests or abilities.
Application forms and further details available from the Headmaster at the school, to whom completed forms should be returned by 15th October 1985.
(01 843) 110020

BROMLEY
LONDON BOROUGH OF BROMLEY
LANGLEY PARK SCHOOL FOR BOYS
South Eden Park Road, Beckenham, Kent BR3 3BP
Required for January 1986, Graduate teacher of English to be Second in Department. Scale 3. Outer London Allowance.
We are an established 11 - 18 all-ability boys school operating a joint sixth form of 350 with the adjacent Girls' School. English is taught to all boys to 'O' level and CSE, and there is a strong 'A' level tradition.
Further details and application forms (foolscap s.a.e. please) are available from the Headmaster, Mr. B.A. Phythian, to be returned to the school by 15th October 1985.
(01837) 110020

BROMLEY
LONDON BOROUGH OF BROMLEY
MALCOLM PRIMARY SCHOOL
Malcolm Road, Oakfield Road, Penge, London SE20 8RL
Required for January 1986, an experienced and enthusiastic teacher to take a leading role in the development of Computer Assisted Education across the Primary Curriculum.
This Scale 2 post is initially to take a class of 3rd year Junior Children in the Primary school, with 330 on roll. Social Priority School Allowance payable. The successful candidate will be expected to take a full part in the normal life of the school; Previous applicants will be considered.
Further details and application forms are available on request from the Headmaster at the school (please send s.a.e.) to whom completed forms should be returned by 15th October 1985. (01824) 110020

BUCKINGHAMSHIRE
MILTON KEYNES AREA
Equal Opportunity Employer
RANSLOPE COUNTY COMBINED SCHOOL
Hanslope, Milton Keynes MK19 7BL
Required from January 1986, a committed and resourceful teacher to teach in a co-operative way within the 8 - 12 age group. Scale 2.
The post holder will be expected to contribute to the musical development within the 5 - 12 age range.
The weekly timetable comprises two days music, three days general teaching. This is a challenging and exciting post presenting unusual opportunities.
This post is vacant due to the promotion of the previous post holder.
Assistance with removal expenses and rented housing may be available in approved cases and there is a wide range of housing to buy in the area.
Application forms and further details are available from the Headteacher, D. Shepherd, B.Ed., M.A., on receipt of a foolscap stamped addressed envelope.
(138737) 110020

BUCKINGHAMSHIRE
BUCKE/CHILTERN AREA
Equal Opportunity Employer
FOXES PIECE COUNTY FIRST SCHOOL
Newfield Road, Marlow, Bucks. SL7 1JW
Head: Mrs. P.M. Watts
No. on Roll: 198
Required for January 1986 experienced First School teacher with an interest and expertise in mathematics and science and a willingness to undertake responsibility in this area of the curriculum throughout the school.
Applications in writing, (to include an outline of philosophy and experience to date) giving the names and addresses of two referees to the Headmistress at the school (include a stamped addressed envelope as soon as possible.
(18179) 110020

CAMBRIDGESHIRE
Equal Opportunity Employer
HISTON AND IMPINGTON COUNTY JUNIOR SCHOOL
Applications are invited for experienced and committed primary school teachers to join the school's curriculum Development Team (Scale 2).
Application forms and further details from the Headteacher, Histon Junior School, The Green, Histon, Cambridge (s.a.e. please). Closing date 15th October 1985. (01005) 110020

CAMBRIDGESHIRE
(Equal Opportunity Employer)
Huntingdon Area
WESTFIELD JUNIOR SCHOOL
Ramsey Road, St. Ives, Huntingdon, Cambs.
Applications are invited from enthusiastic, imaginative teachers, willing to play a positive role in the development of the curriculum particularly in Music Activities. Scale 2 post available for suitable candidate.
Applications by letter enclosing C.V. to the Headteacher by 11th October. (01060) 110020

CAMBRIDGESHIRE
(EQUAL OPPORTUNITY EMPLOYER)
DOGSTHORPE INFANT SCHOOL
Central Avenue, Peterborough PE1 4LZ
Tel: Peterborough 66849
Head Teacher: Mrs. J.M. King
Group 4
Required for January, 1986, A teacher (male/female) required for Music throughout the school - Scale 2 - suitable applicant but applications from newly qualified teachers are also welcome.
Please telephone beforehand if you wish to visit.
Possible housing assistance.
Further details and an application form available from the Head Teacher at the above address (s.a.e. first class).
Closing date 18th October. (13784) 110020

DORSET
PUNCKNOWLE C.E. (V.A.) FIRST SCHOOL
Winchampton, Nr. Wimborne
Salary range S.Scale 40
Required January 1986. An enthusiastic and committed First School teacher able to take a lead in a major area of the curriculum in the small school. Scale 2.
Application forms, returnable by 14th October, and details of Headteacher's requirements from the Headteacher (s.a.e. please). (01451) 110020

DUDLEY
METROPOLITAN BOROUGH OF
EQUAL OPPORTUNITIES EMPLOYER
HOLT FARM PRIMARY SCHOOL
Holt Road, Halesowen B29 6HG
Required as soon as possible HOME/SCHOOL LIAISON TEACHER (Scale 2), for this newly created post funded under Section 11 specifically to meet needs of ethnic minority pupils. Successful candidate should be an experienced, enthusiastic, trained teacher who will sustain and develop relationships between school and parents in this 5 - 11 primary school. Tasks will include development of language and numeracy skills throughout school and eventually the establishment of a Mother and Toddler group within community.
Details/Application forms (on receipt of s.a.e.) from and returnable to Headteacher by 14th October. (13783) 110020

ENFIELD
LONDON BOROUGH OF ENFIELD
Teacher of children with speech and language disorders. Applications are invited from teachers with experience of working with primary age children who have speech and language disorders. For further information please refer Specialist Education, Scale 2 & above'. (01083) 110020

ENFIELD
LONDON BOROUGH OF ENFIELD
CHESTERFIELD INFANTS SCHOOL
Chesterfield Road, Enfield EN3 5BG
Required January 1986, Infant Teacher initially for Middle Infants' class Scale 2 for suitably qualified and experienced candidate. Please state special strengths and interests.
London Allowance, £678.
SAE obtainable from the Director of Education, P.O. Box 56, Civic Centre, Silver Street, Enfield EN1 3XG, to be returned to the Head Teacher at the School by 18th October 1985.
An equal opportunity employer. (01898) 110020

ESSEX
BOURNEMOUTH PARK COUNTY INFANT SCHOOL
Bournemouth Park School, Southend-on-Sea
Tel: Southend 68042
(Roll 330)
TEACHER, Scale 3
Required January, 1986, for January 1986, dir-ection leader able to offer expertise in at least one area of primary curriculum.
Visits to school most welcome.
Application to Headteacher (foolscap s.a.e. please).

JOHN RAY JUNIOR SCHOOL
Moor Road, Braintree
Tel: Braintree (0376) 34107)
(Roll 334)
TEACHER, Scale 3
Required January, 1986, for general curriculum development, special responsibility for topic work and environmental studies. Interest in boys' games. Please state interests.
Closing date 18th October, 1985.
Application forms available and returnable to North West Education Service, Grosvenor House, Station Approach Braintree, CM7 8QA (foolscap s.a.e. please).

NORTHLANDS COUNTY JUNIOR SCHOOL
Wimbledon Hill, Pitsea, SS13 3JG
Tel: Basildon 553366
TEACHER, Scale 3
Required January, 1986, experienced/enthusiastic teacher to take responsibility for Topic/Games throughout school. State interests and skills. Closing date, 18th October, 1985.
Application for Headteacher (foolscap s.a.e. please).

QUILTERS COUNTY JUNIOR SCHOOL
Laindon Road, Billericay CM12 9LB
Tel: Billericay 52339
(Roll 304)
TEACHER, Scale 3 (+ Fringe Allowance £2641
Imaginative teacher experienced in good primary practice. Needed to provide leadership in curriculum development. State area preferred. Closing date: 18th October, 1985.
Application to Headteacher (foolscap s.a.e. please). (013151) 110020

HAMPSHIRE
BRAMLEY C OF E PRIMARY SCHOOL
Bramley, Basingstoke RG26 5EG
Scale 2
Required for January 1986, a Teacher for Juniors to be responsible as Language Consultant for developments in primary school.
Telephone the Secretary or call in to the school for further details and application forms.
Tel: Basingstoke 881335.
Re-advertisement, previous applicants are still being considered. (01060) 110020

HAMPSHIRE
GRINEHAM PARK JUNIOR
Shaksepear Road, Popley, Basingstoke
Required January 1986. Scale 2 to act as languages co-ordinator, throughout the school. Interest in Music/Games an advantage.
Letter applications to the Headteacher, Closing date 14th October 1985. (01078) 110020

HAMPSHIRE
ALL SAINTS COMMUNITY PRIMARY SCHOOL
Petersfield Road, Winchester SO23 8BS
Two Scale 2 posts - Teacher for middle infant class. Teacher for 2nd/3rd year junior class.
Letter of application with full curriculum vitae, and addresses of two educational referees and S.A.E. to Head. (01817) 110020

HAMPSHIRE
MERTON COUNTY JUNIOR SCHOOL
Romsey Close, Basingstoke RG24 9HR
N.G.H. 216
Scale 3
Year Leader to take responsibility for development of Music throughout the school.
Applicant should have significant qualities of leadership and offer further areas of curriculum expertise.
Closing date 14/10/85.
(01816) 110020

HAMPSHIRE
BITTERNE C.E. FIRST SCHOOL
Peartree Avenue, Southampton SO2 7HR
Required January - Two Scale 2 Posts - Experienced First Teacher: Scale 3
(a) Responsible for Language Development.
(b) Co-ordinate Science/Environmental Studies.
SAE to Head as soon as possible. (18150) 110020

HAVERING
LONDON BOROUGH OF HAVERING
CROWLANDS JUNIOR SCHOOL
London Road, Romford RM7 9EJ
Tel: Romford 43402
(Roll 154)
Headteacher: Miss. A.A. Hamilton
Required for January 1986, a suitably experienced and adaptable teacher to be responsible for Art, Craft and Display throughout the school. This is a Scale 2 appointment. The successful applicant would join an enthusiastic staff who are initiating involved in all aspects of curriculum development and who are committed to the school's varied activities. The formal visits to the school will be welcomed.
Application forms are available (see please) from the Director of Educational Services (reference STAFFING/DETP) Mercury House, Gardens, Romford RM1 3SL. Closing date 18th October, 1985. (01606) 110020

HEREFORD AND WORCESTER COUNTY COUNCIL
PERDISWELL PRIMARY SCHOOL
Bilford Road, Worcester WR3 8QA
Required from January 1986, experienced Scale 2 teacher for top infants where a very high standard of academic achievement is required.
Music essential and ability to take an Infants Recorder Group. Interest in Art and Craft and Needlework desirable, and applicants should be able to assist with school drama activities.
Application forms and further details are available from the Headteacher (S.A.E. please). (01883) 110020

HERTFORDSHIRE
CHAULDEN JUNIOR SCHOOL
St. Kew Road, Hemel Hempstead, Herts HP1 3JU
Required for January 1986, Teacher: Scale 3
Allowance, to be responsible for Special Unit within school for Children with Speech and Language difficulties.
This post requires the ability to co-operate with a Speech Therapist in devising individual work programmes, and to liaise with referring psychologists and parents. Additional qualifications in Special Needs an advantage.
Closing Date: 16th October 1985.
Further details and application form (S.A.E.) from the Head. (13846) 110020

KINGSTON UPON THAMES
ROYAL BOROUGH OF KINGSTON UPON THAMES
ST MARY'S C OF E. PRIMARY SCHOOL
Church Lane, Chessington, Surrey KT9 2DR
Tel: 01-397 9597
(Voluntary Controlled)
No. on Roll: 165
Required for January 1986 an experienced PRIMARY school teacher to be responsible for combined First and Second Year Junior Class, and Music throughout the School. Candidates in sympathy with the Church of England preferred. Visits to the school welcome, by prior arrangement with the Headmistress.
Scale 2 post. London Allowance £678.
Application forms available from the Director of Education and Recreation, Guildhall 2, Kingston upon Thames, Surrey KT1 1EU (s.a.e. please), to be returned to the Headteacher at the school by 18th October 1985. (01818) 110020

PERIPATETIC TEACHER

Required immediately to work with visually impaired children initially in the North-East Essex Area. Scale 2/3 post depending on qualifications.

Travel expenses payable. Relocation allowances payable in appropriate cases.

Please send foolscap s.a.e. for form and details to County Education Officer, P.O. Box 47, Threadneedle House, Market Road, Chelmsford, Essex, CM1 1LD.

Closing date: 18th October, 1985. (7377)

ESSEX
County Council

EXTRA
MODERN LANGUAGE TEACHING

Antony Peck discusses the assessment of language teachers and asks

Is it feasible?

Some people seem to assume that the means of assessing language teachers already exist and merely require their consent in order to be implemented. The fact is that we cannot even describe foreign language teaching objectively; let alone evaluate it.

"We know surprisingly little about what actually happens in modern language classrooms, as distinct from what conference speakers say happens. For this there are two reasons: first, that we have few sources of information, other than the teacher himself, and second, that we lack a good conceptual system for classifying and discussing the activities which go on in the classroom" (McNair, 1980).

If we leave aside the question of the desirability of language teachers' assessment, which is a political matter, we can concentrate on the problem of its feasibility. If assessment were to be acceptable, both to the assessor and the assessed, then it would have to be both fair and objective. The question then arises: can foreign language teaching be described objectively?

Having observed a large number of foreign language lessons in this country, but also in, for instance, Germany, Norway and the USA, it is amazing how concepts of good teaching practice can diverge. Yet how many teachers, teacher-trainers, advisers, and inspectors appear to believe that they can identify effective language teaching? Aspects of language teaching, which might be viewed differently in different countries, are the controversies which surround the use of the foreign language in the classroom, and the techniques of repetition, for example.

We need to remember that not all pupils learn in the same way. Some learn very well from teachers who do not conform to the current images of effectiveness or who do not employ currently favoured techniques or textbooks. If, as I suggest, the relationship between teaching and learning is imperfectly understood, there is no guarantee that we shall recognize effective teaching when we see it.

The first criterion to which any attempt at assessment should conform is objectivity. Teacher assessment based on subjective criteria would not only be unacceptable to the profession, but would allow current prejudices to stifle a non-conforming teacher's individuality at birth, and nip developments and experiments in the bud. The first step to ensure objectivity in the description of foreign language teaching is the strict separation of those characteristics and teaching techniques, which are peculiar to foreign language teaching, from those which are shared by teachers of other subjects. It is the former which ensures that German and not geometry is learned. There is a need to develop descriptive devices which are capable of making objective statements about foreign language teaching. These might well be developed in those areas of expertise in which foreign language teachers constantly work, that is to say, in teaching activities designed to present texts, promote oral practice, develop the power of free expression, teach grammar and practise listening comprehension.

It is important that any descriptive devices used in connection with language teaching must be capable of making statements which are sufficiently clear for the majority of observers to agree about. In this connection, some 65 language teachers, participating in an in-service training course held in December 1984 at York University, were invited to watch video recordings of an English teacher giving a French lesson, and to compare it with an English lesson given by a German teacher. All 65 participants were asked to make assessments of the proportion of teacher-talk compared with pupil-talk; the percentage use of the foreign as compared to the native language; the degree to which the language of the lesson could be said to be "medium-oriented" as opposed to "message-oriented"; the degree of difficulty of the lesson as revealed by measures of pupils' accuracy and fluency; and the teachers' relative degree of spontaneous teaching. In comparing and contrasting two very different teaching styles, there was almost unanimous agreement amongst the observers.

In addition to being objective and reliable, it is important that those setting out to describe language teaching should actually describe what they set out to describe. If, for example, a comparison is to be made between the amount of talk which comes from the teacher in the course of an oral lesson with the quantity which comes from the pupil, these measurements should not be distorted by other factors, such as the amount of talk coming from the tape recorder.

All this constitutes the first step only. Ultimately, objective, reliable and valid descriptions of language teaching must be related to pupils' learning. The evaluation of pupil learning is, itself, in its early days. Ideas of what pupils should be able to do in a foreign language and the grammar and vocabulary they need in order to do it are only gradually settling down and beginning to find general acceptance. The assessment of learning through graded tests, and the National Criteria leading to the new GCSE syllabuses are themselves not yet firm.

In attempting to link observed teaching behaviour with increments in language learning, it goes without saying that variables, such as the social class, age and sex of the pupils, their abilities, knowledge and attitudes, together with parental attitudes which they bring to the classroom, must be taken into account. The inability to deal with these factors has defeated every empirical study of language teaching to date.

Ultimately, it is pupils' learning which should be the focus of research and how best to achieve it. This will have to be related to teachers' methods and objectives. The methods used to teach the productive skills of teaching and writing are likely to be very different from those used to teach the receptive skills of listening and reading. A single assessment, visitation or interview would be like trying to ascertain the quality of water in the river Thames by inserting a single dipstick at a random location. Such sampling would be incapable of recognizing foreign language teaching as a process. Much more likely to be successful are school-based, longitudinal investigations and experiments, which will reflect the essentially cumulative and cyclical process of foreign language teaching, and allow teachers to become more scientifically aware of their own performance.

Anthony Peck is senior lecturer in the Language Teaching Centre, York University.

Pure grammar

Spanish Grammar and Practice and Tests. By R J Taylor and C B Alberry. Edward Arnold £2.50. 0 7131 6969 6.

Spanish Grammar Practice and Tests provides exercises of homework length on points covered in *A Simple Spanish Grammar* by the same authors, although it can certainly be used independently of it. The level of difficulty ranges from requiring the plural form of *una alumna* to using radical changing verbs in a variety of tenses. Techniques include Q/A, gap-filling, substitution, pattern practice and straight translation to drill 58 grammar points, verb forms, parts of speech etc. The book provides no examples, explanations or answers.

The second half offers four sections of random practice using a multiple-choice format. One section, on error recognition, uses the rather dangerous technique of providing examples of bad Spanish for correction by the student. Unless the error is immediately apparent there is always the risk that common errors may be reinforced. With this reservation, the book should prove very useful to those seeking pure grammar practice for first examinations.

D J Sumpter

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ALFRED ANDERSCH

Edited by C.E. GAWNE-CAIN and C.D. WALKER

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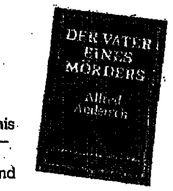
This edition has an introduction and explanatory notes in English, and a vocabulary.



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On target at Ongar

Foreign language learning for all was the optimistic aim. Dave Carter describes how it was achieved

"The Modern Languages Department is moving towards a position where all pupils up to the end of the fifth year will be involved in foreign language learning as part of their core curriculum . . ."

This is just one of the interestingly optimistic statements written in internal documents at Ongar Comprehensive School in those heady days at the beginning of this decade. In September 1984, we reached our goal right on schedule: *all* pupils across the full ability aptitude and attitude spectrum from the first year to the fifth year inclusive were now actively involved in foreign language learning as part of the core curriculum. How did we reach this point? What was the route like? How does our curriculum model operate in practice?

In carrying out this extensive programme of curriculum development, a number of guiding principles have been kept in view:

a) the learning objectives must be defined clearly and in precise terms;
b) the learning objectives must be perceived by the pupils as being worthwhile, and they must be capable of being justified by the teacher to the pupils;
c) the learning objectives must be attainable in the short term by those pupils to whom they are being offered;
d) as far as possible, the achieving of the objectives should be an enjoyable and pleasant experience in the context of a lively, welcoming and well-organized classroom;
e) the need for pupils to be aware of having actually achieved the objectives is of immense importance, and for the pupil success must occur soon and it must take place frequently.

After two terms of discussion and preparation, we were soon focusing our new strategy on the first year pupils arriving in September 1980. We had already decided to adopt *Action! Graded French*, the five-stage course by Michael Buckby, as our main teaching materials. Great emphasis was to be placed upon the listening and speaking skills, with the reading skill being introduced gradually and thoroughly from the first year. To a large extent, writing in the foreign language was to be seen as a consolidating skill, except in those cases where external validity exists. The fact that each unit of the course was a module was attractive in the sense that the pupils were given a whole series of fresh starts as the weeks and months went by. The in-built and systematic revision scheme and the functional/notional approach to syllabus definition and elaboration as opposed to a largely structure-centred approach were two more clear advantages. The frequent progress tests and the accompanying *Thames Television series Action-tell!* were not to be overlooked either.

As the cohort moved into its second year, a policy of "positive setting" was used since appropriate courses were being devised for all pupils and we were not in the business of separating so-called "linguists" from so-called "non-linguists". From this point, the pace and rigour of the work varied according to the pupil's set and differing emphasis was given to, for example, writing in the foreign language, the role of extended reading; the creative use of the foreign language and the place of the system of the foreign language in the teaching programme.

Extensive use of Graded Objectives and Tests is made throughout the five years pupils are within the department. Levels One, Two and Three were very soon well established.

With effect from 1983, there was a Level Four, which is a CSE Mode 3 examination of the East Anglian Examinations Board with the full range of grades. By 1985 there were 1,200 candidates from schools in both Essex and surrounding l.e.a.s. Only 15 per cent of the total marks is allocated to writing in French, namely a postcard and a formal or informal letter; 60 per cent of the total marks is devoted to listening and speaking. *Action! Graded French* fitted in very neatly with the scheme of Graded Objectives and Tests adopted in Essex so that the testing could arise naturally and smoothly out of the teaching programme.

By the time our first cohort was leaving the lower school at the end of the third year, approximately 80 per cent was continuing to learn French, following appropriate courses in the upper school leading to one of three terminal objectives at the end of the fifth year: French Level Three; CSE Mode 3; and the Joint 16-plus examination of the Northern Examining Association. This third terminal objective was used only for GCE O level candidates, since it was the nearest examination to our curriculum priorities for such candidates and there was equal weighting to the four macro-skills.

The idea in 1900 of the shape of things to come. From "En l'An 2000".

The remaining 20 per cent of our fourth and fifth year pupils followed a two-year *ab initio* course in German in the upper school leading to Level Two end-on to their three years of French in the lower school. A wide variety of course materials were used, including suitable components from television and radio programmes, but the principal coursebook has been *Deutsch Heute*. Many pupils welcomed this fresh start to learning a foreign language. It can be argued that here, in many cases, were pupils with language and motivational difficulties of a general nature and the Modern Languages department was trying to make a significant contribution to their educational experience.

A programme of contacts abroad, essentially in three interrelated phases, was established and modified in the light of experience and new circumstances: a day visit to Boulogne-sur-Mer where Stage One of *Action!* is set at the end of the first year; extended visits in residential centres in the west and north of France in the second and third years; and home-to-home exchanges in the fourth year. In May 1984, the town of Ongar was officially twinned with Cerizay in the Deux-Sèvres, and Cerizay and its two secondary schools will be the focus for our programme of contacts abroad. A large number of our pupils already have penfriends in the twin town and the linking of classes is already under way. From the outset the Modern Languages department has been actively involved in many facets of the twinning and it has proved to be an invaluable community link for the whole school.

As a complement to the mainstream teaching and learning in the Modern Languages department in this community school, it was not long before *Action! Graded French* was being used in the adult education centre both in the daytime and in the evening. Very soon, there were in fact six such classes working towards a variety of graded objectives, including Level Three, and the continuation rate from one year to the next was usually very high.

Although my own role as one of the curriculum directors is much wider than that of just head of Modern Languages, I am assisted in the running of the department by two teachers with posts of responsibility, the head of lower school Modern Languages and the head of upper school Modern Languages. Their role definitions contain five elements: implementation of curriculum policy; management of teaching resources; pastoral care and guidance of pupils; coordination of graded objectives and tests; and organization of contacts abroad.

As we waved goodbye to the first cohort to experience our new strategy in the summer of 1985, we were very conscious that we had come a long way but there still remained much to be done. We wanted to give greater importance to wider reading in the foreign language. The schemes of work needed tidying up. Planning also began on non-specialist courses for the sixth form, especially for our City and Guilds Foundation Course. In September 1986, our first TVEI pupils will be moving into the sixth form and once again a new field of experience will be opened up before us. The question of common policies and strategies with the English department within the Language Development curriculum area still remains a fascinating one. We certainly have not been, and to all intents and purposes we will not become, as cautious as the DES consultative paper *Foreign Languages in the School Curriculum*: "One step forward, although there are many other pressures on curriculum time, would be that more pupils say 50-60 per cent, should continue their foreign language study for longer".

Dave Carter is director of language development at Ongar Comprehensive School, Essex.

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This direct off-beat approach is surprisingly effective, for this is a phrase book with a difference. It is aimed at children and their interests. Colours, numbers, clothes, fruits, food, parts of the body and family relationships are included, as one would expect, but so too are pets, sport, occupations, transport, electronic equipment, the supermarket, the hospital and an ice skating competition. The frenetic and garish illustrations may not appeal to adults but will delight children, especially those whose language textbooks may be drab and uninteresting. The vivid, cartoon-style

format does, of course, have its limitations. Without grammatical knowledge one cannot develop the sentences, objects are named but often no gender is given and the pronunciation guidelines are minimal. A discreet phonetic pronunciation in brackets would have been very useful.

However, from the entertainment point of view the books score highly. Teachers – and also examination candidates struggling to write lively compositions – will be impressed by the contemporary vocabulary of spacesuit, alien, earphones, video recorder, snooker cue, football shorts, champion, fan, and children will readily respond to the "Welliquizzes", games and mini-tests. As every phrase bears the English translation beneath it any child can enjoy the books purely as a comic but those with some knowledge of Spanish/French/German will appreciate them even more. These are fun books – an ideal present to kindle an interest in the foreign language.

Bel Allan

Taking an alternative route

Michael Grenfell suggests a wider choice of options for A level French

A colleague recently referred to the new "alternative" French A level as the course we would all be doing "when the revolution comes". Of course the "revolution", albeit quiet, has been going on for some time now; and has slowly but surely led language teachers away from the traditional grammar/translation method through to most recent trends in direct/communicative techniques. Certainly, the latter have encouraged the appearance of a plethora of courses designed to foster "active" language skills.

However, this communicative emphasis has so far mainly been applied at elementary and intermediate levels only. Once the advanced linguist enters the sixth form his/her natural route remains literary criticism and grammar studies. The assumption is, of course, that it is only by an in-depth consideration of a country's literature that a student can obtain the necessary linguistic skills, or perhaps that literary familiarity is a crucial part of an individual's cultural development.

Yet teachers experience many frustrations with the traditional syllabus. To begin with half the best students are lost to science and technology courses. Once O level is gained, language no longer seems to be worth further investment of time and effort; it is not seen as "buying" much in the real world of job opportunities. Those that do survive and enrol for A level are then confronted with literature that can appear remote and irrelevant. Nigel Reeves, in his Twentyman Lecture last year, suggested that teachers are often faced with "literary melancholy" and forced to apply the 2Rs – reduction and regurgitation; books are reduced to plot, character and content, and pupils regurgitate as best they can. So what is the alternative?

One option is to abandon literature altogether. Indeed many students already do this by enrolling for Modern Languages and Area Studies courses at Polytechnic and University. The new-style A levels offer the possibility of taking this direction much earlier. At both levels language is developed through studying a range of contemporary themes rather than the traditional set book. The wider choice of options is, naturally, welcomed by everyone – not least teachers themselves. Even so, before embarking on such a course there are two concerns: firstly, what methodology to use; secondly, where to obtain suitable learning materials.

The first point is easy to answer since the appearance of the three-stage methodology developed by a group of sixth form teachers in Hampshire. Basically, this approach provides a framework within which learners are taken through varying degrees of dependence on the language teaching material. In the initial "discovery" stage new material is encountered in the context of the article or listening passage: key elements are identified, matched, sorted, etc. The objective is then to design exercises to mirror these procedures; for example, transcribing and completing passages, or selecting specific information.

Moving on to stage 2, identified material is now manipulated as the learner "works around the text". Here, in a semi-independent fashion, linguistic information is reorganized and interpreted through such tasks as summarizing, re-narrating, elucidating, etc. Rather than presenting language and demanding comprehension on what is or is not known, therefore, work proceeds within the (hopefully ever broadening) limits of individual competence and confidence.

Finally, in stage 3, assimilated structures are used as the basis for more autonomous, individual language. In particular, it is at this stage that more original ideas concerning the topic of the material can be expressed, such active tasks as role-playing, drama and essay writing being especially useful.

The movement from stage 1 to stage 3 is, therefore, consecutive with a shift in emphasis from the form to the content of language. It also implies a gradual involvement of higher, more complex skills; for example, by stage 3 the learner is encouraged to "forget" language and express contextual ideas more fluently. This is, after all, the level at which the native speaker operates.

The choice of learning material within this approach is crucial; indeed eventual success or failure will ultimately depend on it. In this respect, the novel seems to have an obvious advantage in coming as a complete package. Moreover, working from page 1 to the end of the book gives a satisfying sense of completeness. Neither does it go out of date. Non-literary material, on the other hand, has to be searched out and constantly updated. We are looking for short, concise passages which are high on information content and variation of standard language forms, not the most obvious qualities of French journalism. And with ever increasing strains on budget, few of us have money to invest in a range of periodicals in the hope of finding relevant articles.

However, with a little prudent buying it is possible to obtain texts of sufficient quantity and quality. Indeed, it can form part of teachers' own efforts to stay in touch with French affairs. *Le Monde: Edition Internationale*, for example, provides a good weekly selection of current news, as does the *Dossiers et Documents* supplement, which is always given over to a specific theme – La Femme, Les Syndicats, etc. The University of Dublin's "Authentik" publications (available from The Learning Resources Centre, Trinity College, Dublin) are also a valuable melange of light and serious extracts from a range of French radio and press sources.

It is certainly unnecessary to become preoccupied with amassing vast quantities of authentic materials. These are, after all, only a means to the end of developing greater linguistic competence. Moreover, it would be a mistake to deal with topics in English in the way that literature is discussed. The role of the teacher is rather as active instigator, for s/he has to exploit chosen texts within the communicative methodology. Of course when and where to make grammar explicit will always remain a contentious issue. What is perhaps more important is that language work is based on participation and involvement, and that French is used as much as possible. It is wrong to suppose that English has to be used whenever anything profound is to be discussed, worse that language structure and content can be divorced and dealt with separately. The aim is rather to create as naturally communicative an environment as possible.

In order to do this, it is not sufficient simply to throw out literature in favour of contemporary themes. Lack of interest in literature surely does not presuppose an enthusiasm for social, political and economic issues, although non-literary topics can sometimes deal with issues more closely relevant to the average A level student's experience, and the language too is usually more current and open to exploitation. The is no reason, however, why literature should not be used in a supportive role. One or two novels might then be integrated into a topic. Indeed, other sources such as cinema, theatre and song can also be made use of.

By "alternative", therefore, we do not mean a soft option or a "language only" syllabus – ask anyone who has taken such a course. Rather we imply a revaluation of the purpose and direction of advanced language studies. This requires not only the selection and use of more appropriate, meaningful learning materials, but the re-emphasis of language as a skill-based subject. Competence in a foreign language is, after all, increasingly seen as complementary to other technical or commercial skills. Such a perspective does not exclude or compete with literary studies. However, a predilection for literature can no longer be a prerequisite for advanced language work.

There is then an alternative route. It has a sound methodology and available materials. The challenge now is to take the opportunity to proceed along it.

Michael Grenfell is head of French at Langley Park School for Boys, Beckenham, Kent.

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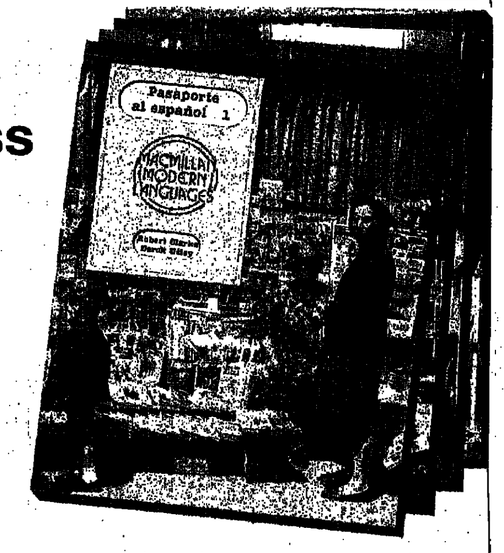

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Back to the nitty-gritty

We pretend that grammar does not exist writes Cedric Thimann

Our television screens mirror an extraordinary revolution. The world is talking English. We are not surprised by the uncanny skills of German politicians and Swedish businessmen, but we do ask ourselves how an Ethopian, describing the causes of starvation, an African, denouncing apartheid, or a Shi'ite Moslem, laying down ransom conditions, learned such confident English.

Why do we in Britain find these skills so elusive? First, because of the absurd pupil-teacher ratio of 30 to 1 in a subject calling for oral competence. This ancient handicap has never been overcome despite all kinds of mechanical inventions. Poor employment prospects and misbegotten educational theories, stressing happiness and leisure interests rather than academic rigour, have not helped. And so, as the advancing tide of English washes up on our shores, our own linguistic motivation ebbs away.

Some fresh thoughts on method are overdue. In particular, paradoxical as it may be, the heavy stress on oral work weakens the whole foundation.

Before suggesting a return to more formal and, I maintain, more satisfying methods, let me comment on the failure of theories and machines to circumvent the 30:1 ratio "combining the maximum of economy with the minimum of efficiency". I arrived myself in the heyday of the "Direct Method" whereby no textbook, in the early years, contained a word of English, and no English could, in theory, be used in the classroom. (I once got a rocket from a visiting HMI because I had, in the language of Shakespeare, asked a boy to go out and fetch some chalk). This led to some remarkable contortions: imagine trying to define *peut-être* or *quoique* rather than merely translating them. Of course, when the shadow of the School Certificate began to darken, and prose composition to threaten, all thee niceties were hastily discarded.

During the post-war Utopia, when one Director of Education unwisely declared that every one of his pupils would shortly be speaking at least one foreign language, we went Audio-Visual. Apart from the pre-lesson preparation I found it disagreeable to stand in a hot, dark room while 30 boys roared their responses to a given stimulus. (And heaven knows what the holder spirits were getting up to on the back row.) By an oversight, the course was more or less innocent of textbooks, and, by the third year, the stupefied teacher had to get down to more orthodox methods.

The Language Lab, born of the "white heat of the technological revolution", showed how far Directors of Education were prepared to go in their pursuit of the linguistic will o'the wisp. In those pre-recession days, it was not uncommon to come across newspaper pictures of comprehensive school children "talking Russian in the Language Lab". Many teachers, who preferred the antics and the close contact of the classroom, had Labs forced upon them. Whatever this expensive and expendable machinery may have achieved was nullified by yet another defect of the system, the division of language time into tiny droplets of activity, separated by intervals of 24 hours, weekends and holidays. Today one might add, by teachers' strikes.

Despite our traditional failure to squeeze any durable oral fluency out of the secondary school course, we still behave as if the double aim was realizable. The first year of German or French is, in many comprehensives, a confidence trick. We pretend that grammer does not exist, or can be conveniently swept under the carpet. Responses can be elicted by mere repetition and imitation: the opportunity is lost to work our *er hat den Apfel gegessen* or *il les lui a donnés* from first principles.

There is, as a rule, no methodical acquisition of vocabulary: it remains a kind of no-man's land. A psychological point is neglected here, for learning and testing, not only of words but also of grammar, can offer solid satisfaction. Every word absorbed at this stage will yield a dividend later on, when written exams darken the scene.

The preoccupation with speech may lead to a neglect of written work. This is largely the fault of the textbook, though it suits the idle teacher very well. I recently asked a boy of 12, who had come to me for coaching in German, what sort of written work he had been doing. He could not think of any, except "putting ticks in boxes".

This abandonment of the "nitty-gritty" causes many to leave the course after a year or two, without having achieved anything of lasting value, or to seek the thinner pastures of the CSE, in which the grammatical vacuum can, by various devices, be miraculously disguised. Even if, with the return to grammar, our textbooks remind us of the old Latin primers, that will be no loss. Life for the pupil will be less complicated, good pronunciation (without the Englishman's self-consciousness) can still be insisted on, and the oral veneer can be applied later on, or perhaps at the adult stage, when motivation is strong.

There may be pupils who are competent to sit an oral exam without their whole course being overshadowed by it. And why not? Sixth-formers already take science practicals in their stride, not to mention S levels.

Of course there are brilliant teachers who encompass both aspects of language teaching – but only, one fears, with pupils of the abler kind.

Dr Thimann, formerly head of modern languages at Nottingham High School is French tutor in Nottingham University's Adult Education Dept.

Environmental Awareness and Language Development Through School Exchanges.

Edited by Cherry Mares and produced by the Keep Britain Tidy Group Schools Research Project, Brighton Polytechnic. Price £7 including post-

Our Europe

age from The Keep Britain Tidy Campaign, Bostel House, 37 West Street, Brighton BN1 2RE.

An environmental studies programme is a natural focus for a foreign exchange visit. It offers opportunities for critically exploring a new locality, observing buildings, shopping habits, street life and so on, and using the foreign language while doing so.

"I felt really proud in making my French work," was one pupil's comment after an exchanged visit with a French school near Paris. There is a real incentive for using and learning a second language when pupils of different nationalities meet on each other's home ground and take part in activities designed to promote environmental awareness.

For the last five years teachers from French and English schools, supported by the DES and the French ministries of education and environment, have cooperated in a Keep Britain Tidy Group Project developing and testing materials for "environmental awareness language exchanges".

As a result of this period of research, *Our Europe*, a handbook of principles and good practice, has been produced. It should prove invaluable for all teachers wishing to incorporate environmental studies into language exchanges. It is to be recommended for its clear exposition of the objectives of such work and its practical, down-to-earth guidance on how they may be achieved.

The handbook highlights the value of "guided discovery" in environmental studies, that is, providing a constructive framework within which pupils can make their own decisions about how to set about a particular line of inquiry. All the assignments encourage careful observation and monitoring and plenty of opportunities to exchange information and ideas between the visiting pupils and their hosts, both out-of-doors and in their homes.

A folder accompanying the handbook contains eleven activity "master" sheets in English and French on topics such as buildings, street quality, advertisers, packaging, time off, family holidays and new homes. Used in mixed language groups, these offer excellent opportunities for speaking and writing the foreign language and an enjoyable and productive way of investigating aspects of the environment. Also included in the folder is a simulation exercise, "The Houses Game", an entertaining and absorbing way of raising important issues of priority and choice in environmental decisions. Two fact sheets, one on classifying containers, the other on domestic refuse analysis provide useful data with which to support practical work.

The notes on planning and preparation should prove invaluable to anyone new to running an exchange. Approaches to finding an exchange link where one does not already exist, involving colleagues and parents, selecting and pairing pupils are all discussed. Samples of letters to parents, programmes, application forms, medical forms and letters of consent are included as well as a useful action checklist for the 12 months prior to the exchange.

The case studies show how flexible the approach to such work can be. One school successfully included an environmental element into two days of an existing language exchange programme by undertaking a shopping survey. The exchange between another two schools in East Sussex and Evry, Essonne, took as its overall theme the development of settlements and their impact on a rural environment. In this case weekend leisure activities such as hostelling and rock-climbing were found to be equally important in stimulating environmental awareness.

The Handbook is being translated into French, German, Dutch, Spanish and Italian versions will be published later.

Mary Cruickshank

DIRECTIONS IN LANGUAGE TEACHING

A special supplement to *TES* sponsored by Nelson

HITTING THE TARGET: A COMMUNICATIVE COURSE FOR A COMMUNICATIVE EXAM

Authors are not, in my experience, any more inclined towards masochism than other people. So, when they spend their evenings, weekends and holidays writing, it is not because they prefer that to going to the theatre, hill walking or watching television. It is rather because they have been made aware, in their own teaching, that existing materials and techniques fall down in some respect and do not enable the learners to achieve effectively and enjoyably their learning goals. They write then with a clear purpose: to help a specific group of learners to achieve certain learning goals. To this end, writers are greatly helped by the existence of clearly defined criteria at which they can aim and by which they can assess their success.

When planning, writing and assessing *Action!* I have found it extremely helpful to have the reference point of the national criteria for French. This document defines what learners aged 16 should be able to do at the end of a course of which the main aim is "to develop the ability to use French effectively for purposes of practical communication". This article represents an attempt to establish to what extent the techniques and materials in *Action!* enable the learners to meet some of the aims and objectives of the national criteria. Time and space do not allow for this exercise to cover all the criteria or all five books of the course materials. Having just read *Boys and Modern Languages* which presents fascinating insights into the reasons why so many boys abandon French as soon as they can, and which shows that oral work is by far the most popular language learning activity for boys, I have decided to concentrate on the speaking objectives in the national criteria and on the ways in which these are developed in Book 4. Regrettably space does not permit the illustration of all pages in *Action! 4* referred to in this article.

The first speaking objective is that the learners should be able "to respond to unprepared questions on a limited range of clearly defined topics . . . which are within the experience and scope of a sixteen year old".

We are all familiar with the "conversation stopper", who makes it such hard work to continue a conversation that only the most determined or thick-skinned of interrogators continue! This is sometimes done deliberately, of course, but many young language learners demonstrate the same features when that is not their communicative intention. Exercises in *Action!* are designed to indicate the likely effects of such behaviour and ways of overcoming it (see page 8). Many strategies are presented and practised to help the learners to appear to be interested and interesting conversationalists, e.g. giving more, relevant information than is asked for (using such techniques as "Oui . . . et . . ." and "Non . . . mais . . .", and asking one's own questions).

It does seem clear that these and other techniques for responding to questions are only likely to be applied successfully by most learners if they have heard and read a large number of appropriate examples. To a large extent these examples can be made by the pupils themselves interviewing and recording any French-speaking visitors to the school (assistants, PGCE students, etc.). However, there are four cassettes of recordings – many of them unscripted – made by native speakers with Book 4 to ensure that some of this essential input is available and to provide examples of recordings which teachers and pupils could make for themselves, since these are always likely to be more directly relevant and memorable to those involved and to people who know them.

Example 1 opposite presents another sort of exercise of which there are many in *Action!*, that is, exercises based on authentic documents. As it stands, there is of course no information gap here since everyone can see the departure board. I would therefore regard this as a "pre-communication exercise", an exercise whose main function is to prepare the learners for a more communicative activity such as Example 2, from the Teachers's Book. These exercises illustrate a couple of features which are important in *Action!*. One is that it is at least as important to learn to *ask* questions as to *answer* them and that, in any case, it is difficult in the classroom to do the one without doing the other, unless the teacher asks all the questions.

The materials do assume a considerable use of pairwork, with the learners doing most of the talking and the teacher enabling, encouraging and listening for much of the time. There are times, however, when I believe it is important for the teacher to be at the centre of operations, in a position to monitor what the learners say. Too much time spent on pairwork can encourage the learners to develop their own interlanguage which is comprehensible to their friends, but to no one else. The challenge is to find authentic communicative reasons for the teacher to be at the centre, for example through a general knowledge quiz, and not to overdo it. Such activities figure prominently in the materials and involve the learners in finding out about the world, learning something new and realizing that all of this can be done in the foreign language!

Action! also aims to provoke the learners to use the language to find out more about themselves and each other (see Example 3). As they move around the classroom, asking and answering the questions many times, the intention is that they should really experience using language to do useful, important and amusing jobs and that the gains should not only be linguistic but also in the area of personal development.

Another way of encouraging learners to respond to questions is shown in Example 4. Colleagues will remember those years when language teachers aimed to use only unambiguous pictures and what an unrealistic and barren search that was! Even if you could find an unambiguous picture, what would be the point of asking questions about it? As Example 4 shows, it is precisely *ambiguous* pictures (and sound effects, etc.) which provoke the use of language. Learners who cannot see the old (or the young) woman in this picture are desperate to find out from those who can – and the latter are no less desperate to demonstrate their superior knowledge! *Action!* offers a wide variety of activities which involve asking and answering questions relating to a wide range of settings, topics, social and psychological roles and calling on a wide range of functions, notions, vocabulary, grammar and communication strategies.

The second speaking objective in the national criteria is that the learners should be able "to perform role-playing tasks which involve both taking the initiative and responding to questions, with both strangers and friends". This is a somewhat vague objective and there is a good deal of controversy about what constitutes communicative role-playing. There have, for example, been some suggestions that role-play is only communicative if it is unpredictable but, as Trim has pointed out many transactions are highly predictable: buying a railway ticket, for example, is not normally an event which presents many surprises! On the other hand, many interactional and transactional exchanges do contain unpredictable elements. In *Action!* there is, therefore, a lot of material to practise role-playing of both a transactional and an interactional nature, with varying degrees of unpredictability, which involves the learners in taking and responding to initiatives.

Since Hymes we have been aware that there are rules of use without which the rules of grammar are useless and that effective communication calls for mastery of the rules of use. Page 21 of *Action! 4* presents three sentences which carry out the same function, with accompanying photographs to provide the context: each sentence is grammatically correct but they are not interchangeable, for reasons of style and appropriacy. Effective role-playing will demand well-formed sentences, since badly-formed sentences do not always communicate very well. Communicative goals are likely to demand of the learners a level of grammatical accuracy no lower than that which they have reached in the past. But, in addition to this, the learners will be expected to use communication strategies of varying kinds and to show sensitivity to style and appropriacy. The activity on page 21 suggests one way of developing this sensitivity: the learners begin by using clues in printed and recorded conversations to recognize the relationships between the speakers, this being seen as an essential preliminary to performing appropriately themselves in a range of contexts and social relationships.

Austin has made us familiar with the concept of "doing things with words" and it is obviously important for the learners to acquire the skills necessary for using language as a social tool. *Action!* contains many exercises designed to help the learners to become skilled at achieving their social aims, at doing their own things with words. In addition to developing and practising strategies for influencing others, the learners are encouraged to seek out the real motives and intentions of others – an important aspect of real communication (see, for example, page 22).

1. "Pardon, madame, est-ce que vous voulez bien fermer la porte, s'il vous plaît?"
2. "Eh! Tu ne peux pas fermer la porte?"
3. "Est-ce que tu peux fermer la porte, s'il te plaît?"

A standard technique for practising discourse skills is to ask the learners to adapt dialogues to make them appropriate for other settings, people or relationships. Page 60 features a dialogue at a lost property office, following which the learners are asked to change the item that has been lost; in so doing, of course, they will have to show an awareness that a change in one sentence (e.g. "un manteau" becoming "une valise") has implications beyond that sentence. Other activities require them to adapt one dialogue to meet different circumstances: to cope with the unexpected, to negotiate, to respond to situational and social constraints. Learners who have worked with *Action!* will have spent a significant proportion of their time practising role-playing and will have worked on a range of techniques to help them to do a variety of jobs with

continued on page 52

PUTTING THE PLAY INTO ROLE-PLAY

Those hallowed words and phrases which make up the language hardware for survival situations can be packaged rather too easily, ending up like a tourist's phrase book. For many, often understandable reasons the material is set out, handed over, and role-played much as one would recite a nine times table. Even if it is rehearsed in sketch form, the sketch is likely to be predictable and two-dimensional, peopled by waxwork waiters and cipher-like shop assistants, and read aloud by pupils whose bottoms and imaginations remain firmly attached to their classroom chairs. Such is the potential for tedium that the term 'survival situation' may well apply primarily to the teacher's own powers of endurance.

Any classroom attempt to breathe some life into role-play is a step in the direction of drama, and the teacher looking for advice will find that the corpus of theory on drama in language teaching is almost all intended for E.F.L. and mother-tongue English lessons. This promotes such matters as imaginative growth, personal awareness, sensitivity training, group cooperation and the exploration of issues. Improvisation is emphasised and theatricality deplored. I have found these precepts rather too grand to be useful and have preferred a form of deliberately exaggerated (and no doubt heretical) theatricality which tries to avoid taking itself too seriously. This allows participants to slip obliquely into dramatic activity without putting their fragile egos on the line. They can adopt a playful, relaxed, interpretative approach without needing to call it drama. What they come up with is usually a hotch potch of melodrama, slapstick, parody and grotesque childish comedy, although more serious attitudes are sometimes shown by those pupils who can move on to rarified improvisation.

Similarly, while excepting in theory the superiority of improvisation over received texts, I am confident that if a provided sketch has potential for interpretation it *can* come alive, and stay alive long enough for its language contents to be assimilated and used independently by pupils at a later stage.

A teacher who is sure that the pupils have acquired the techniques of dramatic interpretation can write an actable sketch which presents and vitalises situational material and in which even the most mundane utterance can be transformed by imagination and technique. Take this example from a restaurant:

'Garçon! Lé menu, s'il vous plaît!'
(the waiter is hiding under the table.)

The customers shout for the menu again – a case of meaningful repetition.

The waiter gives them the menu with a truculent, sheepish, angry or supercilious "Voilà!" and charges five francs for it.

The customers read the menu upside down at first. Bizarre combinations of food are ordered, and the waiter repeats each item with disdain, relish or ridicule, etc.

This example shows how an expectation of humour can be a powerful learning incentive: the combinations of food can only have a humorous effect if the language learners are themselves aware of what the individual food words mean.

Given a suitable sketch a workable lesson format or situation drama might be: presentation of material in sketch for, examination and familiarisation (perhaps in groups), imaginative exploitation through group work and final presentation of prepared sketches. This presentation implies an audience, yet only sharp, confident, intelligible sketches can justify the attention of the whole class as an audience, and then only briefly. There are alternatives. Groups can be paired to act as audiences to one another; some pupils will regard fellow group members audience enough; and, in the sense, the teacher acts as an audience as he/she visits each group, perhaps with a hand-held cassette recorder.

Group work seem indispensable and its advantages need no listing here. The main problem lies in the degree to which responsibility and initiative should be devolved. Group work can beget a glorious babble of foreign language and a certain amount of unpredictable movement. It can be both exhilarating and alarming. Pupils may wander too far from acceptable language usage and pronunciation. They may lose momentum or become over-ambitious; their sketches may occasionally veer into dubious areas. Ideally, any problems of this kind should be spotted and settled in the course of group work, with the teacher acting as adviser.

Situational drama is patently not on the cards for all classes, but most respond well to it, especially if an atmosphere of excitement and abnormality can be built up with the help of recorded music and sound effects (preferably pupil-produced), appropriate desk arrangements, and costumes and props from jumble sales. It helps also if the pupils are made aware of the rationale involved and of the expected stages and timings for a given lesson. This can not only give a feeling of togetherness and shared responsibility, but can also help their own efforts into the context of the lesson as a whole.

Situational drama is adventurous and is usually good fun. Above all, it enlists linguism and imagination to help pupils use language in ways of their own choosing, as they make decisions and responses which approximate to those of 'real' life better than anything else in the modern languages classroom.

Jim McGurn *author of Tolies Theater and of the forthcoming publication Vous êtes en scène – collections of role-play activities.*

Example 1:

Puis-je vous aider?

Example 2:

C You could give each pupil in each pair a partially incomplete 'departure board' for them each to complete by exchanging information orally.

Elève A

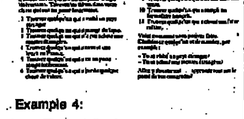
Destination	Vol	Départ	Porte
Amsterdam	SN 812		96
Montréal		09.10	19
Port-de-France		09.55	
Dakar	RK 314		74
Los Angeles		10.40	
Londres			82
Grenoble	IT 125	11.05	

Elève B

Destination	Vol	Départ	Porte
Amsterdam		08.45	
Montréal	AC 716		
Port-de-France	AF 362		33
Dakar		10.00	
Los Angeles	TWA 134		61
Londres	BA 810	10.50	
Grenoble			22

Example 3:

Qu'est-ce qu'ils ont fait?



Example 4:

Que voyez-vous?

Example 5:

Il n'y a rien à faire

In this supplement:

Hitting the target: a communicative course for a communicative exam
Putting the play into role-play
Reading: The neglected skill
Where now? Thoughts on the learning of French in the sixth form
Competence and the Customer
An intro courses in Spanish

READING: THE NEGLECTED SKILL

Monsieur Lebrun se retourna dans son lit.

Le train arriva en gare avec un quart d'heure de retard. Monsieur Lebrun descendit et prit un taxi pour se rendre au bureau de son avocat. L'affaire pressait: il fallait signer le contrat avant la fin du mois, et il y avait bien des choses à mettre au point . . . Monsieur Lebrun se réveilla tout en nage.

1. Was Monsieur Lebrun's train on time?
2. What was the purpose of his visit to his lawyer?
3. How did he travel from the station to the office?
4. By when was the contract to be signed?

This kind of 'comprehension' test is easily recognizable as part of an O-level 'comprehension'. It looks rigorous, but, as a test of reading ability, it suffers, I think, from three serious defects which are consequently likely to afflict the teaching leading to such an assessment.

The first defect is a lack of validity. Where else, when reading in real life, must we consider details at which someone else has chosen to point us! The second is that much of the information about the text is already given us in the questions: M. Lebrun went on a journey, by rail, and then by some other mode of transport; he went to see a lawyer, etc. Of course, this kind of reading has the respectability of a name: we call it 'Reading for specific detail'. But in what circumstances would we attempt to *read* texts where someone else provides so much of their drift? The third defect is that students could score full marks on the 'comprehension' without grasping the essence of the piece, which, in this case, is clearly that Monsieur Lebrun was *dreaming* because he was anxious.

It seems to me that a great deal of 'reading' which learners are required to do in language learning either suffers from this kind of defect, or attends primarily to *forms* rather than to *meaning*. *Reading* is not about transforming questions like 'Qu'a fait Monsieur Lebrun à *la* gare?' into answers like 'Il est descendu du train', nor is it about answering someone else's question – certainly not multiple-choice questions!

The first desirable feature of reading activities would be an attention to *meaning rather than to forms*. Forms and meanings are connected, of course, but I think that we have, overall, got the balance wrong. I prepared a passage in French for an in-service course on "The Use of Written Text' and asked the teachers whether they would use such a passage with any of their classes. It became clear that what they first asked themselves: 'Do *I* know the words?', then 'Do my pupils know the words and structures?' It was some time before anyone noticed that the text was full of internal contradictions which rendered it nonsensical! Madame Meindre was a widow who lived with her husband, in a new flat which was also 'an old house', etc. I am not offering this as *proof* that we approach all foreign language texts without an eye to meanings, but I think that it is very suggestive.

Such texts would be enjoyable and challenging for our pupils, if we invited them to look first at the *sense*. 'Mon frère est fils unique' is about the shortest I can think of, and it is relatively easy to concoct such texts on a variety of topics and at a variety of levels, catering in some measure for the spread of ability we have in our classes. On 'schools', for instance: most learners could cope with this:

> Mon professeur d'anglais est petit et grand. Il est très intelligent, et il parle français, allemand, et Italien. Il ne parle pas anglais. Il vient à l'école à pied, dans sa Ford.

Rather more taxing:

> Mon professeur de sciences naturelles est une femme. Elle s'appelle Madame Dutoc, mais nous l'appelons "Maigrat", parce qu'elle est al mince. Elle a les cheveux gris et les yeux bleus. Elle a l'air un peu sévère avec ses lunettes et ses cheveux noirs. Elle est célibataire.

Further, if pupils are to acquire some language from their reading, they should be engaged in activities which make them read texts not just once, but several times, without this becoming boring. Looking for meaning, or, as in the examples just given, for plain sense, ensures this. The key, then, is in the task set. Once the prime aim for the reading activity has been established as attention to meaning, with students having to read texts several times and attentively for a *purpose*, such exercises are easy to devise. For example:

1. Given passages about children and their pets, can you, from a range of illustrations, match pet and owner?
2. Given texts about people's family circumstances and tastes, can you find the 'pairs', for a village twinning?
3. Given reports of various characters' shopping expeditions in same town, can you mark in their itineraries, and where they saw or met each other? With a little guile, it is easy to make such tasks quite hard, by demanding inference from clues given, and so on.
4. Given an account of people's eating preferences, a report of meals eaten communally, and a bill, can you *deduce* who ate/drank what?
5. Given accounts of the arrival of several couples at a hotel, a plan of the first floor, and letters from some of them to their friends, can you work out which couple occupied which room, and who wrote each of the letters?
6. Given a picture, and four short descriptions, each with 'fautes d'observation', can you correct these errors?

Are these tasks any more 'valid' than the 'comprehension' exercise which was our starting point? First, youngsters respond to what they regard as a 'game', with rules they except; and, with carefully staged preparation, they give the learner a real sense of achievement. Secondly, the tasks require several careful readings and an acquisition of language, particularly where the follow-up work involves some writing. The problem-solving 'games' are, therefore, *enabling* activities: new texts with the same language items will be read more efficiently.

'Authentic' reading activities will be for pleasure and also, in all likelihood interpretation (*not* translation) into English: 'What could you tell someone who knows little French about this letter? etc.'

There is a pattern to this work: first, for each topic studied learners will be presented with short reading texts which take up what has been learnt orally, and add to it; secondly they will work on text(s) where the essence is the extraction of meaning to solve some kind of puzzle, and thirdly, they will be asked to interpret text(s), with a given communicative purpose and public, on the same topic.

Later on, learners can be helped to develop their own strategies, by asking for instance: Who wrote this? For what audience? In what kind of publication? With what intention? The answers to such questions allow hypotheses, predictions, about the content of the text and careful reading will confirm, or not, these predictions. Again the focus is on *meaning*. My experience leads me to think that this process helps learners to begin to cope with the unknown and to be less able to say 'I can't read French!' when confronted with texts containing some unknown language. Certainly, the reports of 'less able' third-year children arguing on a Friday afternoon, about the meaning of such a text encouraged me to think that it was worth thinking a lot more about the neglected skill of reading.

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WHERE NOW? THOUGHTS ON THE LEARNING OF FRENCH IN THE SIXTH FORM

We live in enlightened times! It is reassuring indeed to look back ten years at the plight of language teaching, and then to take stock of the range, quality and worth of the developments which have since found their way into so many language departments. Graded objective and unit credit schemes are proliferating and are bearing fruit, thought it is too soon to specify their full impact; depressive failure has been replaced for many pupils by tangible success, dumb indolence by verbal activity. Phrases like 'communicative competence' and 'functional / notional syllabus' have a meaning for a new generation of language teachers. The demand for change has also found protagonists at Sixth Form level, in particular the SUJB 16–19 Study Group whose proposals were just as radical on the balance and format of the A-level examination as on the aims, materials and methodology of post-16 courses. No one, however, would deny that in these areas at least there is a considerable way to go.

French in the Sixth Form, be it situational, vocationally utilitarian or 'academic', one-year or two, will rest heavily upon the infrastructure of the previous two years, where for some time yet the traditional modes of examining French will exert a strong influence on the way in which it is learned: prose, translation, questions on texts, letter-writing, story-writing, general conversation, role-play, picture description, listening comprehension, reading comprehension, dictation, with varying weightings and in various combinations. They emphasise linguistic form and accuracy in preference to content, fluency or reaction, and promote an unspoken, unwritten but nonetheless powerful agreement between teacher and taught that when pupils use French, they do so in order to submit its lexis and syntax to scrutiny and correction, ready for the day when it might be used for the expression of 'personal needs'[1] or when it might have 'an intention to say'[2]. In short, a great deal of language use pre-sixteen is 'rehearsal' rather than 'performance'.

Eric Hawkins[3] has assembled some of the wise arguments which in the past twenty years have been pressing the case for 'performance'. For Halliday[4], the child's acquisition of the mother tongue is coincidental with the functions which he can perform with it. Searle[5] talks about "serious utterances", language having "force", and contrasts them with exchanges in the foreign language classroom – not "serious language"! "There is now clear evidence", says Hawkins, "that non-serious utterances, spoken without force, are not retained effortlessly by the speaker / hearer, as are true speech acts." Margaret Donaldson[6] suggests that "drive" – the need to be understood – sustains and supports the capacity to operate complex grammatical rules. How feasible is it, then, to create situations in a Sixth Form language class where language with force (drive, serious utterances, performance) might play a part?

Sixth Form teachers have perfected the art of placing at the disposal of their students any new language carried by a target text – and the vast majority of stimulus materials in use is textual. Techniques are varied, and include grammatical descriptions, drills and translations, or more recently, gist scanning, decoding, classifying, and manipulation. Equally varied are the texts themselves, both in style, theme, register, and ideas. They are selected, by language teachers and by course writers, to meet a multitude of criteria; they present an indisputable and essential body of factual data; they develop a theme with simplicity, or they contain examples of a point of grammar, or of clusters of vocabulary. How frequently, I wonder, are they selected on their potential for oral exploitation? Furthermore, how sure can one be that the ensuing 'discussion' will stimulate 'language with force', where students are speaking primarily to meet their own need to express a point of view? Of all bases for text selection, this is the most ephemeral. There can be very few of us who have not encountered unexpected failure, when we embark on a question such as 'Qu'en pensez-vous?' – perhaps because the subject matter is 'neutral' or not engaging enough, because the language and ideas are too far removed from the target group; because the group is suffering fatigue or, more often because the question has been asked cold of an unprepared group. Whatever the reasons, the effect upon the teacher can be just as horrific as any comedian's 'death on stage'. Small wonder then, if he seeks to protect himself and his students from future embarrassment and empty pauses by not pushing matters quite that far again.

Other language learning activities apart, it is quite clear that if a text is to stimulate 'performance' rather than 'practice', it must be appropriate in the following ways:
accessibility: structurally, semantically, and from the perspective of the ideas brought into play. It must be within the reach of the target group, or carefully placed within their reach by detailed and structured preparation.
nature: texts have a widely differing potential for exploitation, factual data, past tense narrative, logical argument, description, poetry, humour, colloquial dialogue as catalysts for "language with force", many leave nothing more to be added, least of all by the student. More crucial than any other ingredient in a text chosen to stimulate "serious utterances" is controversy. The issue itself and the slant of the text must engage the reader, and must challenge him to respond. Bland topic-fillers on Brittany, and the distant, worthy and irrefutable arguments about defoliation, or sea pollution, will, for many students, be dead before they are begun. Exploitation will then not progress beyond 'rehearsal'.

'What shall I enable them to say?' a teacher may ask as he prepares the structure of his lesson. His choice of stimulus should be guided by a separate question: 'Which of their own opinions will they wish to express?' Unless Sixth Form texts and resource books begin to facilitate the transition from 'rehearsal' to 'performance'; unless A-level examinations begin, as some already have, to provide appropriate forms of assessment in order to meet this transition, we have little reason to feel reassured.

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1. J. Dakin *The Language Laboratory and Language Learning* (1973)
2. Siobin and Welsh *Studies of Child Language Development* (1977)
3. E. Hawkins *Modern Languages in the Curriculum* (1981)
4. Halliday MAK *Learning how to Mean* (1975)
5. J. Searle *Speech Acts* (1969)
6. M. Donaldson *Childrens' Minds* (1978)

Hitting the Target: *continued*

words in both predictable and highly unpredictable conversations, with both strangers and friends.

We now move on to the last of the speaking objectives in the national criteria which is "to conduct a sustained free conversation on one or more subjects". Example 5 (page 30) illustrates ways of giving interesting replies to a fairly standard question and acts as a launching pad for similar conversations in the classroom, conversations which will demand of all the learners that they take, and respond to, conversational initiatives.

Although it is not overtly stated in the national criteria, the implication is that the conversations envisaged are intended to be largely interactional in nature. This is to be welcomed, as it is important to make the point that a communicative approach is not just about transactional exchanges and that interaction should be a major part of communication. It is not, of course, always easy to distinguish between the two and, in real life, they are not always neatly separated. Tasks which need to be resolved by communication in the classroom will no doubt provoke some language exchanges which aim primarily at the efficient transference of information and others which primarily express social relations and personal attitudes. It is, I believe, important to avoid extreme or false dichotomies, such as those which are sometimes claimed to exist between transactional and interactional functions – if only to help the learners achieve aim 4 in the national criteria, "to develop an awareness of the nature of language and language learning" – and exercises like this one are designed with this in mind.

I would not claim that *Action!* develops all the competencies and attitudes required to carry out effectively all the speaking tasks which an educated adult native speaker can perform in the range of tasks outlined by Brown et al, learners who had completed Book 4 could not be expected to perform as well in French as the Scottish 16 year olds did in English. This will not, I believe, surprise anyone! However, by the end of Book 4, the learners should have developed to a high level the competencies and attitudes needed to carry out effectively the speaking tasks specified in the national criteria, over a wide range of topics which are likely to interest 16 year olds. So, thank goodness for the national criteria – a new phenomenon in this country! If they do nothing else, they do seem to set realistic and worthwhile goals to both authors and learners, and help to prevent both from feeling frustrated and depressed because they are unable to attain the unattainable.

So, does *Action!* hit the mark? Does it contain enough appropriate material for those using it to succeed in a communicative exam? If the example of an oral exam contained in the interim report on Criteria-related grades for French is accepted as valid, I am confident that the answer to the two questions above is positive. This exam is fully in line with the teaching approach and with the regular graded achievement tests in *Action!*. This conclusion will not improve the materials in any way, but it will certainly make the author feel a lot happier. He always believed that the materials were communicative, but is nonetheless highly relieved to find this belief confirmed by the national criteria which were, after all, the product of a lot of intensive work by many working parties and the biggest consultation exercise ever carried out in educational developments in Britain.

Michael Buckby *Director of the Language Teaching Centre at the University of York and author of Action!*

COMPETENCE AND THE CUSTOMER

Despite all the speculation surrounding how best to learn to speak a foreign language, one thing at least is clear – the student needs to talk. One of the most difficult things to organize in the classroom is the situation where students will not only talk in the foreign language but will actually want to say the things they do. But this must be the language teacher's prime objective, because students' competence will only be increased if they want to talk in order to express themselves.

Amongst the many theories of language teaching and learning there are two conspicuous common omissions: a failure to take account of what learners *like* doing and of the *meaning* which materials or activities may have for them. It has often been assumed that if you made people say certain things in a foreign language (and these have tended to be structures, or items from families of structures or of words), they would necessarily become competent talkers.

Such theories which perhaps contain the notion that students feel contented after such exercises even if they did not want to do them beforehand, underestimate what students bring to the process and actually cause negative feedback. If students are not willing they do not merely fail to learn, through inaction, they begin subtly to reject, and the loss of what can be achieved is all the greater. This process of rejection (as distinct from the normal switching on and off of attention which we all do) applies to all those occasions when students are not voluntarily engaging in the learning, and when the teaching/learning process has no meaning for them.

I have asked a number of students in the 1st–7th years what they like doing in language lessons, what helps them most and what they expect of a language teacher.

Almost without exception they derive most pleasure from being able to talk, far less from 'knowing about' something – in fact, this is a low priority in their language learning. They seek useful and applicable knowledge. Take these representative comments from two 4th year boys:

What do you like? "Oral work in class."
"Talking."
Why? "It gives you confidence . . . it's a real activity."
"I like acting out situations. It gives an idea of what you would say rather than just doing exercises."
What helps you learn a language? "Listening to others. When someone else is answering a question, you can listen and take in what they say."
"Practice – saying it in as many ways as possible."
What don't you like? "Answering questions on a . . . whatever you call it . . . a text."
"Answering on a text – there's a set answer always, but when you are doing a picture or a conversation you can use vocabulary you know. It's more creative."
What about pair work? "You are not in the hot seat. You are not put on the spot."
"It's just like chatting, more relaxed – like a friendly conversation."

When asked what they expect from a language teacher, students showed that they want to succeed and feel that the language teacher has to be sympathetic, insightful and capable of running a classroom in which there is order and an element of voluntary participation and good humour. They realize clearly and say repeatedly that the teacher is more critical to the learning than is the case in other subjects: "You are directly in contact with the teacher, whereas in Humanities it is not necessary"; "You've got to co-operate more with the teacher". They are, on the whole, very complementary about and appreciative of the efforts of teachers who are 'enablers'.

In general, students show considerable insight. How can their needs best be met?

Students clearly view language as an activity and not as a phenomenon to be studied. Much of their school experience, however, will be the study of phenomena rather than the acquisition of skills and this strong tradition in our schools can too easily lead the teacher to concentrate on form more than on the conveying of meaning. Yet language learning is essentially practical. Too much concentration on the form of the language will inhibit students' willingness to learn, cause anxiety and block competence. Teachers' fears that students' language will be sloppy or that they will fail their examinations are understandable; however, students who feel that they are succeeding and who are doing the things they enjoy will bring more goodwill and attention to what they are doing, and, I believe, learn more.

It seems, then, that for the learning to be a pleasure, the activities should include a higher percentage of talking which is communicative. The crucial thing is that the activities themselves should be interesting. This, oddly enough, may have less to do with the actual content than with the activity itself, and for the language learners "interesting" in this context usually means having to achieve something through speech, having an element of puzzle (information-seeking, etc.) and the possibility of completing the task.

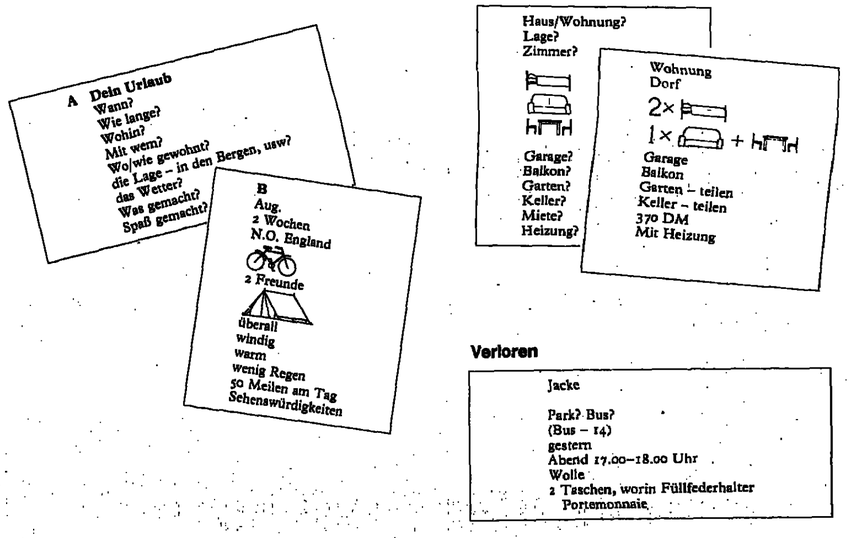
Working with a partner enhances these elements, because "you get helped by your mates", because "you get no help on your own" and because it is just "more interesting". The importance of the reduction in stress which pair work achieves and to which the fourth years referred is reflected more graphically in the following statement by an adult student when talking about the teachers: "When he picked on me I nearly died."

Of course not all language learning is talking – listening and seeing are clearly more important at times – but as students progress, talking, when they are ready for it and have listened and seen enough, has a centrality which must be adequately catered for if they are to feel successful. It is a great pity that this centrality is not reflected in the National Criteria, where the equal weighting of the skills represents a reduction in the marks awarded for talking in some cases. Similarly, in those graded assessment schemes where talking remains central, it will not be possible to maintain a long-term increase in the number of students studying the language unless the nature of the classroom activities alters to accompany the changes in syllabus design – in fact, the activities should to some extent lead the syllabus design.

Communicative activities (which may take no more than three minutes) have to be given in quantity: there is a need to fix the language by repetition in a sequence of similar activities, which ideally include note-taking in order to direct attention. As the 4th years said, it is important "to say it in as many ways as possible."

There is much evidence that structuring the language of input is less important than was earlier believed, but proper sequencing of the input and practice of the language is crucial. Careful thought has to be given to the movement into independent communicative work, as such activities are a disaster unless the students have the minimum tools to do the job. The minimum tools may not include a precise use of language in its form but it will include the ability to convey meaning. Considerable self-control and insight is needed by the teacher to avoid pointing out mistakes which do not heavily affect communication so that the flow may continue or so that those listening do not get put off having a go themselves. It is rather like a cake with a hole in the middle: the cook knows quite well it is not perfect, and the point at which it comes out of the oven is precisely the point at which those around should exercise considerable tact, if they want an improved version next week.

Duncan Sidwell *Modern Languages Adviser, Leicestershire, and co-author of Deutsch Heute. He is currently preparing 2 books containing communicative activities in French and German to be published by Nelson.*



AB INITIO COURSES IN SPANISH

The Sixth Form College where I teach can by no means be alone in having to offer 'ab initio' express O and A-level Spanish courses to counteract the ever-decreasing provision for the language in the 11–16 sector. Such 'crash' courses for Sixth Formers are nothing new, but with the new emphasis on communication and authenticity pupils can no longer be given a reliable grammar book, regular verb and vocabulary tests and left to wade through a pile of past papers. Moreover, today's greatest problem is first to catch your pupil – hence the popularity of intensive taster courses which, hopefully, both motivate interested but not full committed pupils to continue and provide a fine start for those who choose to embark on a demanding 'express' course.

But, when and how, can already overworked teachers organise such a course?

When? For Sixth Form beginners, the best time is probably at the end of the Summer Term after Fifth Form public examinations have finished, when pupils have no commitment to other subjects, teachers may well have a lighter teaching load and pressure on teaching rooms is likely to be less. My own Sixth Form College has found potential students from feeder schools quite willing to come to a three-day course in this period. Another Sixth Form College in Lancashire excused Spanish students from all College activities in the first week of the Autumn Term so that they could attend a week-long intensive course – this solution relies heavily on the good will of colleagues in other departments.

How do you run a three-day course, especially when there are other classes to be taught?

1. Enlist the help of your other pupils, particularly Lower Sixth pupils who may well be products of, and advertisements for such a course themselves.
2. Exploit contacts with a training college or university departments of education, ask students who have been to the school on teaching practice or ex-pupils who have studied Spanish, search out visiting Spanish penfriends, bi-lingual parents and pupils and anyone who can improve the novice: 'expert' ratio. All, with a little briefing, prove invaluable group leaders and some might be entrusted with the presentation of a unit or situation.

There remains a problem of what to teach and how. One of the courses cited has opted to concentrate on oral/aural skills only, working through largely unstructured situational dialogues – the aim being to equip all with holiday 'survival' Spanish. Those who decide to continue can acquire reading and writing skills later. Another solution is to aim at a very definite goal for all from the start, for example, O-level in November. This solution would motivate the committed but might overpower the less convinced. My own answer was to combine a communicative approach concentrating on basic language functions with a reasonable clear grammatical progression. By editing articles and advertisements and by careful choice of extracts from BBC tapes, we were able to cover all the functions required to chose, and arrange a visit to, a language course in Spain and to introduce people to gender and agreement, most aspects of the present tense, regular futures and preterites and even (subliminally!) the subjunctive in commands. For colleagues with neither the time nor the resources to produce tailor-made materials a BBC course, for example, could be used to equally good effect.

The experience of schools and colleges running such courses suggests that the survival rate is worth the effort. In my own college the first group to do the course in July 1984 all collected grades A or B at O-level this June and have covered as much A-level work as their colleagues on the conventional post O-level course. One is even attempting Oxbridge this November, just 15 months after her first Spanish lesson!

Marie Anthony *Head of Spanish at Xaverian 6th Form College, Manchester.*

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EXTRA

Into the public eye

The Festival of Languages and Young Linguists competition introduced by Christine Wilding

"It was marvellous! In spite of the briefing I didn't know what to expect, I hadn't realized I could do so much in Spanish – I mean I've never even made a phone call before", was the verdict of one of the contestants who took part in the Young Linguists Competition in Bristol in November 1983, and this year aspiring Young Linguists from all over Britain will be able to take part in the first National Event.

This competition, which aims to find Young Linguists who are competent and confident in using two foreign languages, is complemented by a series of Festivals at local and regional level. These are designed to encourage under 19s of *all* abilities to demonstrate their interest and enjoyment in using their foreign languages in activities ranging from short performances to displays of written and creative work, including original programs for computer assisted language learning.

Two regional festivals, South-West in February 1984 and North-East in July 1985, have shown that there is plenty of enthusiasm and imagination for this event. Given the opportunity, children are willing not only to speak their languages in public, but also to take interest and pleasure in the sounds of languages hitherto unknown to them. The forthcoming regional events are taking place mainly in next February and March and a National Festival is planned for October 1986.

That these events can continue during the current state of unrest in schools is a tribute to the voluntary efforts of the regional and national committees. These committees are composed not only of teachers and educationists but also members of *other* professions. The organizing Council, which meets annually, has representatives from professional teaching associations, public bodies, commerce, industry and cultural institutes and embassies. Chairman, Peter Blackburn, director of Rowntree Mackintosh, has a dedicated personal interest in the promotion of language learning which is conveyed in the video "Languages at Work"*, produced by his company early this year in response to requests from teachers. The organization is then entrusted to the Executive Committee and three sub-committees – Business, Festival and Competition – which offer support to the essential regional infra-structure and are themselves assisted by a part-time national co-ordinator.

A major problem in establishing a new scheme such as this is that of funding. In the early stages and throughout the pilot scheme CILT was able to back the project together with donations from other sources. Following the pilot, an independent charity has been established and funds have been sought from trusts, industry, commerce, education and overseas embassies. A small contribution has been made by the Department of Trade and Industry, which through the British Overseas Trade Board, sees clearly the need for improved linguistic ability to create better relationships with non-English-speaking markets. It is to be noted however that the generosity of France, Germany and some other organizations is not matched by H.M.Government. Despite the agreements of EEC Ministers of Education to encourage language learning, this imaginative project, which aims to bring languages out of the classroom and into the public eye, has to date received no financial assistance from the DES. It is to be hoped, however, that the DES will be able to see a way to include it in future budgets.

This week copies of the leaflet giving detailed information have been sent to all middle, and maintained and independent secondary schools, and FE colleges. Further copies are available from CILT.

* Distributed by CILT.

Christine Wilding is National Co-ordinator of The Festival of Languages and Young Linguists Competition, and Secretary of The Joint Council of Language Associations. The 1986 JCLA Conference "Languages on the Move" will be held March 22-24 at the University of Manchester Institute of Science and Technology. Full programme available in late October from CILT.

Sdelai Sam

Do-it-yourself Russian

A new self-instructional package of Russian language materials, designed for school pupils continuing after O level or adults going on from an initial course, is now available from the Language Teaching Centre of Oxford University. Entitled **Sdelai Sam** (pronounced "zdyell-eye sam" – Russian for DIY), the materials are the result of a one-year project funded by the Nuffield Foundation. The package comprises 25 units, each representing four or five hours' work.

The first 20 units are based around the dialogues of the BBC radio course, *Svidaniye v Moskvye*, though they exploit them at a much higher level than that of the *Svidaniye v Moskvye* textbook, developing both listening and speaking skills. An accompanying tape provides a variety of oral exercises, and even role-play-type conversations between tape recorder and student. In addition, a selection of authentic and modern Soviet reading matter (press cuttings, announcements, cartoons, instructions, etc.) has been added to each unit, developing the theme of the dialogue and aiming at the improvement of both extensive and intensive reading. Units 21 to 25 concentrate more on the passive skills of listening and reading, providing longer and more demanding extracts of speech and writing – easing the student towards coping with Russian literature, newspapers, radio or TV on his or her own.

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The production of the materials has also broken new ground. Using a letter-quality dot matrix printer and an IBM computer with a "scientific word processing" software package (Triad ™) which allows different fonts to be designed, printed and interchanged, a surprisingly high quality print-out, in both roman and cyrillic alphabets, has been achieved without either the laborious process of manual typing on a golf-ball or daisywheel machine or the expensive one of type-setting.

Units 1–10, with tapes and instructions, are now available from the Language Teaching Centre, Oxford University, 41 Wellington Square, Oxford OX1 2JF (Tel: Oxford 50045), and the remaining units will be available in the near future. The final price of the package has not yet been fixed, but is expected to be around £3 (for 400 pages of text and two or three cassettes). (Users will also need to purchase, or have access to, the textbook and tapes of *Svidaniye v Moskvye*, available from bookshops or from BBC Publications.)

The project was devised by Professors Pennington and Fennell of Oxford University's Russian department, and Mr P Dyson of its Language Teaching Centre. The materials were prepared by David Pearce, a teacher of Russian seconded from Ecclesfield Comprehensive School in Sheffield.

D J Pearce writes about the current state of Russian studies on page 59

Tunnel-vision

Mark Slater on the methodology gap in the communicative approach

Are we about to enter a period of collective tunnel-vision in our discussion of improvements in foreign language learning? Correspondence and articles in *The TES* over recent years have revealed some euphoria over the discovery that foreign languages might be used to communicate. There is nothing new in this at all: the Romans recognized it when they employed Greek tutors to teach Greek to their children, and Mary Stuart's French tutor appears to have thought of survival situations nearly four centuries ago. However, it is not the advocacy of "communicative competence" in its own right to which I have any objection – indeed many developments in syllabus design, materials and assessment are refreshing and to be welcomed. What must be objected to is the dominance of this approach which is blinkering discussion in critical areas, particularly methodology.

There is an increasing and disturbing tendency to treat the communicative approach as a "method", which it manifestly is not. This tendency was most marked in a recent *TES* Modern Languages Extra[1] in which Susan Maclennan explicitly stated that the communicative approach is (sic) "a language teaching theory". The origins and development of this approach do not add up to a teaching or learning theory nor, by extension, a "method". It derives solely from a sociolinguistic perspective which is specifically interested in the future communicative needs of the learner, ie WHAT the learners might learn, but not HOW they might learn. A method must embrace the theoretical and practical components and disciplines which can inform teaching and learning – linguistics, psychology, sociolinguistics, curriculum theory, etc. It cannot, without doing immense damage, restrict itself to one source of information. Practice will be, and is, inevitably distorted.

The communicative approach has contributed much to the way in which we look at the foreign language in use – situations, settings, topics, social and psychological roles of interlocutors, notions and communicative functions. It has, however, contributed little to the techniques and methodological considerations – ie what is going on inside the learners' heads, as they learn. This is a central issue in modern language teaching, and it is being ignored. Worse still, the impression is gaining ground that the psychological perspective is not necessary.

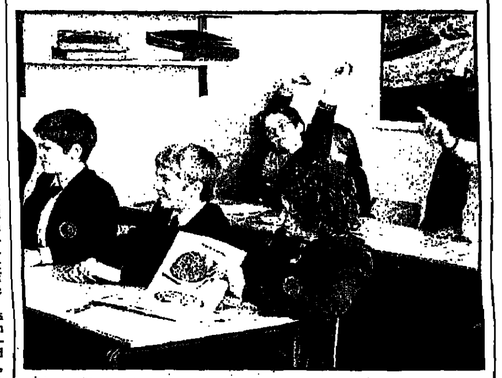
The urgent need for some balance to be restored by the provision of a psychological perspective is evinced in an article by Michael Smith in *The TES*[2]. He put his finger on the nub of two important issues: 1) the unease with which the GCSE criteria attempt to contrast "communicative competence" and grammatical accuracy, as though they could exist apart, and 2) the difficulties experienced by the least able pupils even when using communicative materials. In the same edition of *The TES* HMI were reported as finding the same instances of over use of English in class and mechanical drilling of structures as in their 1977 survey, and this is an area where Graded Objectives in Modern Languages have gained a secure foothold. This, I believe, is a direct result of the relegation of methodological discussion to a state where too many believe it can only be informed by opinionating and intuition.

To redress the balance I would like to open the methodological debate by outlining an area of psychological inquiry which offers an informed and relevant framework for the evolution of a foreign-language learning and teaching theory – this being a field of cognitive psychology known as "information-processing", its central interests and coverage are (for us):

1. Human behaviour, based on research with people (not animals).
2. Communication, both linguistic and visual.
3. The factors of attention and memory.
4. The learning of second – and foreign languages.

The areas of information provided directly or indirectly about foreign-language learning are listed below. The list is not exhaustive and research is continually adding to knowledge. It is not possible to outline the conclusions or clues indicated by this research in such a short article; the intention is to broach the debate, not answer the problems raised[3].

1. Aspects of the long-term memory:
The derivation of "rules", and patterns from presentations of the foreign language.
The respective roles of instances, grammar rules, inductive learning or experiential learning.
Generalization and analogy formation.
The psychological importance of global situation, notions, functions, grammatical items, "ideas", etc.
The relative roles of presentation, practice and future use of the foreign language.
2. The perception of speech:
The recognition of patterns.
The importance of context in comprehension.
The ability to process speech.



The roles of grammatical forms and redundancy.
3. Aspects of the short-term memory:
The amount of language the learner can "hold" at once in listening or speaking.
The kind of practice that is likely to be effective.
The role of "meaningfulness" of the material to be learned in ordinary retention.
The sequential nature of language-learning: step-by-step mastery, or "broad-front" advance?
4. Factors in attention:
Motivation and de-motivation.
The achievement of skilled performance.
The rate at which items might be learned.
Possible disruptions to learning through the language itself and the learning tasks given to learners.
The validity or otherwise, of "acquisition" versus "learning" theories[4].
5. Error:
The types of learner error.
The handling of error.

The extent to which methodological discussion might benefit from this psychological orientation can be found in the research literature. Vivian Cook in the UK and Barry McLaughlin in the USA have applied information-processing findings to foreign-language learning issues. In an MEd dissertation[5], I have attempted to draw together the whole field and make a case for all the psychological and sociolinguistic perspectives. What is needed now is: (a) to make the research knowledge more accessible to teachers; (b) to apply and extend this knowledge in the practice of language learning; and (c) to relate the psychological perspective to developments on other fronts.

Unless we do, there is a real risk of disillusion with "communication" that is no more than a slogan.

[1] Susan Maclennan, "Communicative language teaching", *TES* October 26, 1984
[2] Michael Smith, "L'œuf du curé". *TES Talkback* May 10 1985
[3] See note 5
[4] Steven D Krashen, "Second Language Acquisition and Second Language Learning" 1981 (Pergamon)
[5] Mark J Slater, "A case for the restoration of a cognitive contribution to foreign-language teaching methodology", (1985) dissertation submitted in part-requirement for the degree of MEd, Birmingham University.

Mark J Slater is Head of Modern Languages at the Vale of Ancholme School, Brigg, Humberside.

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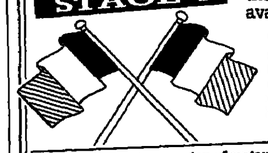

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Towards the evolution of the linguate primate (Angliensis)

An argument for a broadened modern language curriculum

by Michael Mobbs

Articles in *TES* English Extras over the past couple of years (30 April 1982, 29 April 1983, 4 May 1984) have illustrated the growth of a linguistic approach to English as a curriculum subject, the most notable symptom of this being the current development of an A level in English Language. The existence on the market for many years now of materials such as *Language in Use* (Arnold/Schools Council) encourages the hope that such an approach to English will be given a secure place in the lower years too, when the 16-plus criteria are finally established.

In Modern Languages, however, this trend is much less in evidence. Perhaps it is no coincidence that, just as post-war "linguistics-inspired" developments in foreign language teaching methodology have been largely pioneered in the field of English as a foreign Language, so in British schools it is English (mother tongue), rather than Modern Languages, which is showing the greatest interest in the perspectives of linguistics and sociolinguistics.

In this article I want to make a few tentative suggestions for a more "linguistic" approach to modern languages in the secondary curriculum. Of course, I am not venturing into virgin territory; the new direction is already being explored in the creation of "Language Awareness" courses in isolated schools around the country, documented in the forthcoming report of the Language Awareness Working Party of NCLE. Although my theme is thus not new in itself, it will doubtless strike many mainstream modern language teachers as an outlandish concoction from ivory-tower land, threatening (were it to catch on) to invalidate everything they stand for professionally.

However, the developments outlined here do not derive from a mischievous urge to make people uncomfortable; nor is the aim simply to emulate our nearest neighbours, English Mother Tongue and English as a Foreign Language Jones. They are necessary because we modern language teachers constitute an ailing sector of the school economy (dissenters read no further), and they contain the seeds of a revival which could blossom in time for the millennium.

To steer modern languages back to health, changes must be made at three levels: up to 16-plus; sixth form; undergraduate work and teacher training. Space being limited, only the first will be discussed here.

a) Let it be admitted that French has no special significance for most 11–16 year-olds, nor has it for the country as a whole. It is only one of a set of potentially significant languages, which also includes Arabic, Chinese, Greek, Hindustani, Italian, Japanese, Maltese, Russian, Spanish and Welsh. The significance of these languages derives from one or more of: holiday travel (an immediate concern for many pupils); commercial/political factors (relevant in the longer term to the career interests of a few, and to "national" interests); and/or the presence of speakers locally or in the linguistic background of one's own family (of immediate interest to some pupils in multi-lingual catchments).

b) Let it be admitted that drawn-out study of one language leads to boredom and frustration. Shorter courses with limited objectives have a greater appeal, for example the various Graded Objectives/Proficiency Certificate schemes.

c) Let it further be admitted that the emphasis on reading/writing (at the expense of speaking/listening) in many exam syllabuses is a deterrent to the average 11–16-year-old, for whom deciphering print and stringing words together on paper are failure-laden activities. "Communicative" approaches to course design, focusing on oral/aural skills in interactive situations, coupled with a drama/role-play methodology, may stimulate more involvement, and offer earlier success, to the less academic.

Can there be a unified solution which will remedy matters from all the above points of view? I suggest that this may lie in "Survival" courses, which have previously been put forward as the answer for the less able, but which could well prove motivating across the whole ability and interest range. The BBC Radio *Get By In*. . . courses offer a possible model for course design. ("Getting by" is in any case a slightly less negative concept than simply "surviving!) Such courses have obvious appeal with respect to the "holiday" languages of my list, but would also make enjoyable and rewarding ways in to languages which may be taken up for more detailed study by pupils with professional or academic ends in view.

But the main plank in my proposal is that in their school career pupils should take a number of such "Get by" courses in different kinds of languages. Given the obvious limit to the number of languages that could be offered, a cyclic approach would be necessary, with, say, French Level 1 returning after an interval for consolidation and possible extension. This would in any case be positively beneficial in terms of long-term memory and the retention of competence into adulthood.

The Modern Languages area of the curriculum would thus not be concerned with the teaching of (for the most part) one specific foreign language (as if physics only dealt with electricity, and not with motion, etc.), but would be concerned, as its name implies, with modern languages (in the plural). Through this new orientation, pupils might discover what languages look and sound like, that they are learnable and fun to speak, and that, despite the differences in terms of the international status of their speakers, they are nevertheless equally valid communication systems.

I suggest that the "smattering" competence achieved in a variety of languages in this way will not compare unfavourably with that displayed by most of those who complete a five-year French course, when they set foot in a Francophone country. Moreover, pupils will have a certain confidence in their ability to operate in another language (not a quality for which the English are renowned); they will "know the ropes" should they ever want to pick up another language; they may be less Anglo-centric in their attitudes to the big wide world of foreigners beyond Dover; and they will know something, albeit intuitively, about language and languages, knowledge which could be made explicit in a Language Awareness course linked to the languages programme.

Just as we have long been concerned with the development of literacy, numeracy and, more recently, oracy in our pupils (to which list "graphicacy" and "articulacy" have been added by the AEB; *TES* 23 November 1984), so we might consider tacking "linguacy" onto this garland of accomplishments, referring to the powers of one who can "Get By In Tongues".

There is one inevitable criticism of my suggestions as they relate to teacher supply. Where will we find teachers of such exotic languages as Arabic, Greek, Japanese, Maltese, etc in sufficient numbers to supply them to all language departments? My answer is simply that we won't. But, given parallel developments in sixth form, university and teacher training we will have "linguate" teachers of modern languages, and we *will* have course materials produced by experts in these languages. Matching the two – and creating the conditions for enjoyable and useful language learning activity in the secondary classroom – surely these should not overtax our ingenuity?

Michael C. Mobbs is researching aspects of minority language learning in secondary schools at Birkbeck College, London.

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Introduction to Language investigates basic language structures and how they develop. The clear style and illustrations present language as a fascinating social phenomenon.

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Modern languages in TVEI

Report by Diane Blake

A one term research enquiry at the University of Warwick examined the relationship of communicative modern languages to the Technical and Vocational Education Initiative projects for 14 to 18-year-olds.

TVEI aims to provide an education "broadly related to potential employment opportunities". The vocational value of a modern language in the world of industry and commerce today is mainly as a secondary skill which enables sales and marketing managers, technicians and engineers to operate efficiently overseas. Knowledge of a foreign language is obviously useful for everyone who comes in contact with foreign customers here in the United Kingdom, on the telephone, by letter or in person.

Approximately 40 per cent of TVEI schemes have a foreign language input, mainly to Business Studies courses. This is pleasing, given the decline in the popularity of modern languages with two-thirds of secondary school pupils opting out by the end of the third year.

TVEI courses offer a wide choice of languages. French is popular but German also features very strongly. The commercial application of German in the business world is significant. TVEI schemes also offer Spanish, Italian and Welsh. Birmingham's "Business Studies and Decision-Making" course has a choice of a European or an Asian language, Urdu or Gujerati. For pupils who have made good progress in a first language, and more especially for those who have not, a new language is welcome in the fourth year.

TVEI aims to equip students with relevant practical skills. The teaching of a modern language in TVEI courses concentrates upon the practical skills of communication for use in the world of work. The emphasis is on oral and aural skills and the learning is activity-based.

The central feature of the imaginative TVEI commercial scheme in Staffordshire is the "Shared Business Experience" core which includes a beginners' course in a foreign language for all pupils. German and Spanish are being taught with plans for Italian in the future. In Level One (14–16) students actually carry out specific assignments in the real world using a foreign language. They visit East Midlands Airport, a bank, a restaurant, a hotel and a factory and there accomplish tasks completely in the target language: going through customs, changing currency, ordering meals, booking rooms and visiting a factory on business. Level Two (16–18) is similar in design but includes a job interview in the foreign language.

Some TVEI modern language courses focus on a visit abroad to a twin town. In the Wirral links have been established with Gennevilliers, near Paris. Students study the trade, industry and society of both areas and exchange letters, brochures, tapes and documents and liaise with visitors from the French town. The course is adult in tone.

In Cheshire, courses are based on visits to France and Germany. Students who have previously studied French produce a booklet on Crewe for their hosts in the twin town of Maçon. Video photography, computers and word processors are used by course tutors as language aids.

Birmingham's students have the opportunity of a three-week exchange visit to the twin towns of Lyon, Frankfurt, Barcelona or Milan.

Although languages are principally linked to Business Studies, some schemes are using foreign languages in their Catering courses. Solihull has a Menu French element in its Food Technology course and Somerset is preparing modules for Catering French.

A modular approach to modern language teaching is frequently used in TVEI schemes. The course in Gloucester has a six weeks' modular input of four different languages: French, German, Spanish and Italian.

In Somerset' two modules of six months' German and six months' Spanish aim to develop language skills for survival holidays. The course includes the use of Prestel for information on "Planning a holiday."

Solihull's modules in German for Business Studies are closely linked to commercial and secretarial skills: the internal TVEI telephone network is used to simulate international telephone calls and the writing of business letters is taught in German.

The Gwent Business Studies course offers a 10-week module in French with specific vocational elements: form-filling, booking seats on trains, flights on planes and answering telephone calls. On completion of the course students obtain the Graded Objectives Certificate from the Language Unit of Wales.

TVEI courses lead to a wide range of qualifications. The London Chamber of Commerce and Industry specializes in examinations based on the use of languages for vocational purposes. Their "Foreign Language for Industry and Commerce" (FLIC) at Preliminary Level is a totally oral examination requiring a basic vocabulary of 500 words. Formerly aimed at adults it is being increasingly used in TVEI courses.

Another examination certificated by LCCI and the British Overseas Board which is orientated towards practical business and industrial use is "Foreign Languages at Work" (FLAW).

Newcastle's TVEI Working Party is developing a FLAW course in French. The language is seen as a service skill and is linked in different schools to business studies, computer skills, secretarial work and tourism. One of the six units deals with specialized working contexts: the hotel and tourist industry, import and export, catering, banking, secretarial and casual work. The course content links with the l.e.a.'s Graded Tests and with the proposed NEA 16-plus syllabus.

The new courses designed for TVEI are part of the general pattern of curriculum development in modern language teaching in recent years with the emphasis on the communicative approach.

In TVEI schemes, foreign languages are frequently used as a valuable ancillary skill supporting other areas of knowledge: a reflection of the use of languages in industry and commerce. The students' attitudes to a foreign language are more positive when they see the practical relevance of French or German or Spanish in the world of work. Motivation is higher when the language is taught as a means rather than an end.

The vocational direction of TVEI has encouraged teachers to create new material which would have previously been considered as more suitable for adult and technical college students. TVEI has provided the impetus and moreover the funding for some exciting and innovative curricular development in modern languages.

Diane Blake is Head of Modern Languages, Heart of England School, Balsall Common, Solihull.

Busman's holiday

Graham Whittaker on an in-service training course for teachers of French

Recent trends in educational philosophy can often be construed as a pragmatic response to the supersession of the old bipartite system. In recognition of the fact that academic priorities are inappropriate for many pupils, specialist teaching has become increasingly utilitarian and vocational in its outlook. This phenomenon is highlighted in the evolution of Modern Language teaching over the past few years. Whereas the grammar-translation methodology was based on teaching about language, current thinking concentrates on the more realistic and relevant objectives equated with "communicative competence".

This change of direction is not without repercussions for many language teachers. They are usually the products of the traditional academic approach, a legacy of grammar school ideology, and yet the communicative revolution precipitated by comprehensive schooling necessitates complete dedication to new pedagogical attitudes. This paradox means that regular in-service training is fundamental to the language teacher's professional development. In April, a group of British teachers of French met in La Rochelle for an intensive two-week course that could almost have been devised with this paradox in mind.

The aims of the course, organized at Easter every year by H M Inspectorate and the Central Bureau, are to maintain fluency in the spoken language and improve knowledge of contemporary French life. Carefully divided into plenary sessions and individual research, the programme struck a commendable balance between passive assimilation and active discovery. These two cognitive processes complemented each other throughout the course and converged in the regular seminars, where we discussed the progress of our projects and exchanged ideas.

Group activities consisted of talks, visits and informal social gatherings. Speakers included a policeman, a railway official, an army officer, an inspector of schools, a housewife and former Resistance worker, a postman and a surgeon.

Guided tours of La Rochelle facilitated appreciation of local architecture and brought alive the fascinating history of this often beleaguered Huguenot stronghold. The amazing diversity of this ecology-minded town, where past and present rub shoulders, reveals itself in a kaleidoscope of images: old timbered houses covered in slate tiles contrast with the huge HLM monoliths of Mireuil; the old port, with the remains of Richelieu's sea-wall, coexists with the modern pleasure port.

The social gatherings, *dégustation* of cheese and wine and the poetry and music evening, were well-earned diversions after a day's work, and made an indispensable contribution to our two-week immersion in the French way of life.

Alongside the group work, everyone pursued personal research on a theme connected with the life of La Rochelle, based on interviews with local people. The diversity and geographic... French town...

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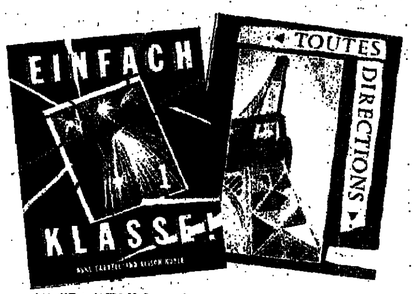

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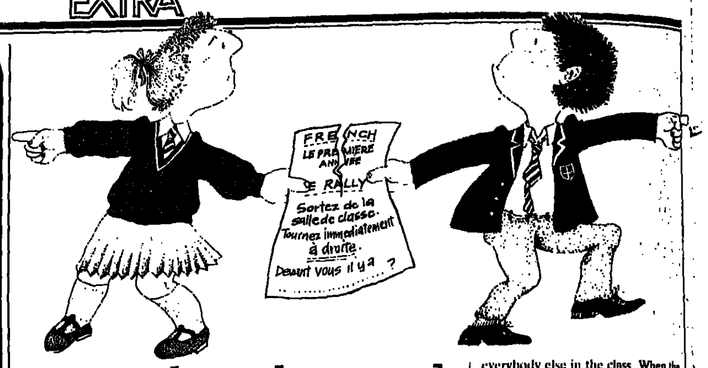

Round and round the garden

Julia Batters extends language beyond the classroom

On long hot summer days the boundaries of a classroom can feel oppressively restrictive. Watching groups of pupils working in the school grounds – around the pond with their biology teacher, on the field with their games teacher or sketching with their art teacher – the horizons of my French classes seemed very limited. Why should other teachers be able to transfer their classes outside so easily?

Despite the posters around the classroom walls showing the countryside of Brittany and scenes of Paris, France still felt a long way away. Trips abroad, all too few and far between, seemed the only way to extend learning a language beyond the classroom. I resolved to find an alternative.

A revision lesson on the topic of "Asking the way" presented the opportunity. Why not have a *rally* around the school grounds? "Allez tout droit, tournez à gauche" can never take you very far within the classroom, so why not explore the whole of the school area? Our school, like many comprehensives, sprawls over a large area with various teaching blocks linked by a maze of paths and corridors. The complex which had seemed so daunting to pupils and staff alike during their first few days at school suddenly offered a wonderful natural resource.

The necessary information to guide pupils on a given route around the school was provided in a worksheet. Although not all the pupils could cope with a substantial amount of written French, the worksheet took the form of written directions followed by questions with gaps for answers where appropriate. For example:

Sortez de la salle de classe.
Tournez immédiatement à droite.
Devant vous il y a . . .

Allez tout droit.
Prenez la première porte à gauche.
Qui travaille dans la salle de classe à droite?. . .

At various points questions were asked with the specific intention of making pupils revise other topics. At the sports block, for example, they had to respond to *"Faites une liste des activités que vous pouvez faire ici."* At the tuck shop they were told *"Vous voulez acheter un paquet de chips. Quelle est la conversation?"*

Here the assistant(e), strategically placed, could be useful in providing both a conversation partner for the groups and a check that the work was being done properly.

For the less able classes, time was spent beforehand introducing the written word and adding symbols where necessary to ensure comprehension. In some cases, where members of the class would not otherwise have been able to cope, pupils were allowed to take books with them for reference. The exercise was testing comprehension principally and, where appropriate, it was made clear to the pupils that although answers in French were best, symbols or English words were to be accepted.

Questions which required pupils to express more than two foreign languages

Questions which required pupils to express more than two foreign languages were rejected. Of course, the more able were expected to use French all the time. In this way the basic resource could be used with various year groups of various abilities.

The first lesson with all classes was a revision lesson of the relevant vocabulary for asking the way and giving directions. The subsequent lesson was based totally on using the worksheet to follow the route around the school. Pupils were divided up into pairs or very small groups and sent off from the classroom at one minute intervals. So that the second group would not be too hot on the heels of the first, two lots of worksheets were printed, identical except for the fact that items 1–8 on sheet A appeared as 9–16 on sheet B and vice versa. This meant that groups were effectively two minutes rather than one minute apart. As the pupils left the classroom they recorded their starting time, when they arrived back they recorded the finishing time. Time faults could be incurred if they took too long.

As pupils began to arrive back in the classroom they collected a map of the school grounds and began to plot their route. When the whole class was back the answers were corrected, marks given and winners declared. Homework that evening was to finish the diagram of their route, marking with a cross where a question had been asked and writing in the correct answer.

The subsequent lessons were used in different ways depending on the level of the group. For the less able a quick post mortem on the success of the *rally* was followed by intensive oral work and aural comprehension with the pupils using their maps to describe and trace various routes to places around the school. For the more able descriptions of the route and of any mistakes made could be given in the perfect tense. *"Nous sommes arrivés au bout du couloir mais nous nous sommes trompés. Nous avons tourné à gauche au lieu de tourner à droite."* This could be done orally to start with but would lend itself to a written exercise as well.

Further oral practice was gained by questions and answers around the class and within small groups. The drill took the following format:

Où vas-tu après le cours de français?
Je vais en maths dans la salle 10.
Où se trouve la salle 10?
Vous sortez de la salle de classe, vous tournez à gauche, vous allez tout droit. . .

Examples of other questions used are :

Où es-tu allé pour la première classe ce matin?
Où vas-tu après l'école?
Où est-ce que les professeurs boivent du café?
Où fais-tu du sport?

and so on.

As a final piece of work all pupils were given a piece of carbon paper and asked to produce two identical copies of a maze of their own design. They were then to keep their design a secret from everybody else in the class. When the mazes were finished the pupils arranged themselves in pairs and, keeping one copy of their own maze, gave the second to their partner. Then, taking it in turns to speak, they had to guide their partner through the maze, talking only in French. Both of them had to draw the route as they went. This exercise proved an amusing way of practising the directions they had now hopefully learned to perfection. Some pairs actually ended up with the same route drawn onto their mazes, some confident pupils made extremely intricate patterns leading their partners up several dead-ends before showing them the way out and most got into heated arguments about their left and their right.

Although in this instance we explored no further than the school grounds, this topic could very easily be extended outside school. For example, different classes could set each other routes to follow around the town. In the same way as the rally in school included questions, the routes around town could have questions for the pupils to answer or things for them to find out. Trips into town to set up and check the route would be needed, and then the directions and clues could be swopped and used by other classes.

The idea of drawing up routes around town could also be used in conjunction with descriptions of the town's amenities and places of interest. The pupils could design a tourist guide combining directions and commentary. This might even prove a valuable way of introducing the town to exchange pupils when they arrive.

The possibilities are endless.

Leaving the classroom to venture into the wide world was quite an event for this French teacher who depended all too heavily on the classroom props of flashcards, tape recorders, overhead projectors, etc. And the pupils seemed to enjoy it immensely. The only problem was that for several lessons afterwards they were constantly asking "Can we go outside again Miss?".

Look-alike

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Collins, publishers of an excellent range of Spanish reference books, have come up with the novel – if simple – idea of a pocket dictionary-lookalike grammar. The format may be new, but the approach is tried and tested, with verbs clearly in the ascendant. Almost 200 of the closely printed 316 pages (no question about value for money) are taken up with conjugations, tenses and things of that nature, with a 23-page cross-referenced index listing most of the verbs that anyone would want to use in polite society. The compiler has a direct approach to irregularities: there is no attempt to identify any pattern for stressed preterites, and radical-changing stems. All are reduced (or expanded) to 80 models. This prodigality of space limits the capacity to expound on Spanish pitfalls such as ser/estar, which only qualifies for one page.

The contents are well indexed, a vital quality in a reference grammar, and examples are conveniently illustrated on the page opposite the explanatory text. The little book is a well organized learning aid designed for motivated learners of a methodical disposition.

Hugh Whittaker

A little different

Gerald Haigh describes the introduction of German in a middle school

Like many primary heads my attitude to the question of whether or not to teach foreign languages has always been pragmatic, and is best expressed in words such as "we are only going to do it if we can do it properly". Implicit is the assumption that the teaching of a modern language at primary level calls for a specialist teacher, and the allocation of both a good chunk of the timetable and a significant share of the capitation allowance.

This was the line of thought which I adopted when in 1978 I became head of a school in which the teaching of French had lapsed a year or so before. To re-start it would require priority to be given to the recruitment of a specialist, and then a good deal of energy devoted to the reinstatement of a subject which the school had learned to do without. I rejected entirely any notion of a compromise based upon whatever knowledge of French any of my colleagues happened to have. Other priorities and curricular gaps loomed before me, and the very last thing I wanted was to lumber all of us with the kind of Mickey Mouse French course which sends children to the secondary school unable to understand any French phrase spoken with the correct accent, and without the ability to generate any sentences of their own.

I could, I suppose, have sought out a trained graduate language teacher the first time a vacancy occurred. That I did not was frankly a product of an absence of any pressure to do it. My colleagues had, under an earlier regime, lived with the timetabling problems caused by a perceived need to have French taught only to small groups, and were relieved to be faced with a more straightforward way of life. Likewise, our parents had never questioned me about the absence of a foreign language.

The crucial determinant of my attitude, however, was the policy of the local secondary school. Then, as now, the school ran French and German as parallel languages and were at pains to emphasize that they had parity of status and were not a first and second language. Children coming into the school were allocated to one language or the other, and it was obviously convenient to have a pool of "no language" pupils because it reduced the apparent anomaly of having to direct to a German course children who had done one or two years of primary French. This policy, together with the onset of a falling roll and consequent virtual end to staff recruitment, combined to put language teaching out of my mind.

The change came largely from outside. The local authority had never been happy about our failure to offer a language. The point is that although we are primary school we are not a seven-to-eleven junior but an eight-to-twelve middle. When the change from the former to the latter was made in the early 1970s the l.e.a. committed itself to the principle that the 11-plus year group would not lose the specialist teaching which they would otherwise have had in the secondary school. It was therefore "county policy" to offer a language to senior middle school pupils.

A little over three years ago there occurred to the modern languages adviser and the heads concerned one of those deceptively simple bird-killing solutions which are both very obvious and very elusive. Of the local secondary schools' feeder primaries, three offered no language. The solution was for German to be provided in these schools taught by a specialist from the secondary school. The l.e.a. would be happy because it would bring the middle schools into line with county policy; the secondary school would be happy because it would have an intake of children with primary German to balance those with primary French; the primary schools would be happy because an additional curricular area would be covered without any significant invasion of their own resources.

Although it all sounds rather too good to be true, what we have had has been a remarkably trouble free chunk of curriculum development. The most obvious problem was that of finding the actual teaching hours, but with a little giving from everyone including the l.e.a.'s staffing department it was made possible for fourth year children to have about two hours a week each of German teaching with a specialist teacher from the secondary school.

The course which the children do is stage 1A of E J Arnold's Nuffield course "Vorwärts". There is a great deal of audio-visual support and the emphasis is on fluent spoken German and accurate written work. Above all, though, is the aim to produce enthusiasm for the learning of a foreign language.

The children are kept in mixed ability groups, and though we agreed at the outset that individual children might be withdrawn we have in fact never done this. Every child has so far stayed with German for the whole year.

To some extent what goes on in the German lessons is inaccessible to my colleagues and me in the middle school. We notice the appearance of German names beside English ones on rulers and pencil-cases and we hear our children counting in German. What we are aware of is the very impressive professionalism of the specialist teachers and the matching eagerness of our pupils to learn.

At the end of the year's course most of the children are awarded the Oxford Modern Languages Achievement Certificate Level One. Our secondary school has adopted this system as a method of encouragement. We present the certificates in assembly with our secondary school colleagues in attendance, and pupils and parents greatly appreciate the occassion.

We are now into the fourth year of teaching German to our final year pupils and we are well pleased with the way it has gone. Some of the gains are obvious enough. The children start their secondary school German well integrated into the course and with hardly any transfer problems within the subject. Other benefits have emerged with the passing of time. The children, for example, much appreciate the chance to start a new subject with new teachers at a time in their lives when most of the attitudes towards them seem to have been set. They like, too, the feeling of being different from the rest of the school and the opportunity to meet secondary school teachers working to a secondary syllabus. My colleagues and I have gained also from increased contact with secondary school teachers. They come to us two at a time and there is a great deal of cross fertilization at the subtle level of attitudes and assumptions. There can be no substitute for the kind of inter-school liaison which puts colleagues into one another's staffrooms and classrooms.

There have been some problems of course. At our school we tend to fly by the seat of our pants at times, and even now we are a little too likely to change the whole day's activities at 9 am only to smite our brows and groan "we've forgotten German again!" when we see our secondary colleagues coming across our park. In the end, like all curricular innovation, this one depends for its success on the people involved and in this respect we have been more than usually fortunate. I am aware that we could perhaps do more to tuck the language teaching under our belts. Our own general studies work could, for example, complement the work done in German and there are clear possibilities for other kinds of links across the curriculum. At the same time to destroy the separatism of German might endanger some of the elements which make it attractive to the pupils.

This year our first pupils have reached the fourth year of secondary school and there has been an increase in interest in German as an optional subject. A couple more years will see us able to look at external exam results.

Until then we are well content with the short term benefits.

Gerald Haigh is Head of Henry Bellairs CE Middle School, Nuneaton.

Still out in the cold

Derek Pearce on the state of Russian studies

The Oxford University Language Teaching Centre and the Nuffield Foundation are to be congratulated on, respectively, initiating and financing the production of the new self-instructional Russian language materials, *Sdelal Sam*. Hopefully they will prove of some use to both teachers and learners of Russian, in various situations and at various levels.

The original intention was to provide a means for pupils to continue with Russian to A level in schools where either the teachers or the timetable were unable to accomodate a "proper" course. Statistics showed that there were some 100 or more schools in England which offered Russian to O level but did not list it as being offered at A level. I fervently hope that the materials will fulfil this purpose – but I fear that in reality the imagined pool of pupils passing Russian O level and eagerly queuing up to take A level is already either infinitesimal or non-existent. The battle for Russian in our schools is being lost way before O level.

The name of the new package – *Sdelal Sam* (Russian for DIY) – has an ironic (and, I hasten to add, unintended) significance for teachers of Russian, as well as for autonomous learners. At the JCLA (Joint Council of Language Associations) conference earlier this year it was very striking that Russian materials were totally absent from any of the large educational publishers' glossy displays. It was also striking – though fewer people will have noticed it – that of the half dozen or so "Poster Session" displays of materials produced by teachers themselves, which were tucked away in an inconspicuous corridor, five were of Russian materials (including *Sdelal Sam*, *Iskra*, CRAMP, and the ILEA Graded Test materials)!

There is clearly no lack of enthusiasm and creativity among teachers of Russian. What does seem lacking, however, despite the constant stream of warnings, recommendations, statements and documents about the need for "diversification" of foreign language provision from all quarters (from the DES to the NUT – and even Sir Keith Joseph) is any serious attempt or even intention to increase, or even to maintain, the teaching of Russian, or indeed of any language other than French, in our state schools.

Sheffield, where I teach a bit of Russian (and a lot of French), provides a particularly good example. The initiatives being taken in Sheffield to foster Russian studies were described by Peter Eustace (General Adviser, Sheffield l.e.a.) in *The TES* earlier this year ("Stretching the Resources for Russian" – *TES*, 1 February 1984). Many excellent initiatives were described – twin-town links, native speaker assistants, sponsored school visits,) etc. As Peter Eustace observes, Sheffield offers support "not only for the 'traditional' provision of Russian but also for some of the more imaginative developments consonant with comprehensive school philosophies". He is absolutely right that the traditional provision of Russian – as a subject for the academic elite – is not enough. Unfortunately, the picture of Russian studies in Sheffield is nothing like as rosy as his article might suggest. And what is more, if the traditional provision is in decline, the "non-traditional" provision is virtually non-existent.

The only two schools teaching Russian to more than a handful of sixth-form starters are two 6-grammar schools which have kept it on, as part of their academic tradition, along with two or three other languages (ie they teach it *as well as* French, German and Spanish – not *instead of* any of these). Each has about 60-70 pupils studying Russian. In one of these two schools (the one at which I work) the number of Russian lessons on the timetable has fallen from about 50 per week in 1980 to 23 per week in 1985 (shared between two teachers). State schools in Sheffield provide around 10 or 12 Russian O level candidates per year and between none and two A level candidates. More disturbingly, though, from the point of view of "comprehensive school philosophies", is that they provide less than 10 CSE candidates! In my school we have entered no-one for CSE Russian for the last three years. This year the Russian teachers have only been able to keep Russian A level on the timetable by teaching it in their preparation periods. (The l.e.a. staffing officer was approached with a request for extra staffing to save Russian A level. To my knowledge no reply has been received to date.)

It is obvious that with our present levels of staffing and resources no comprehensive school can realistically keep more than two foreign languages on its timetable. In Sheffield there are extra Russian teachers, already employed full time by the authority, ready and willing to initiate Russian in other schools in the city, but it seems impossible to find a school willing or able to put the subject on. In such circumstances reassuring noises about support for diversification cut little ice. I am not suggesting that Sheffield l.e.a. does not sincerely and seriously want to maintain Russian. I am suggesting that it seems powerless to do so. It might almost be more accurate to say that it offers support for the "imaginative" developments not *as well as* for the "traditional" provision, but *instead of* it. The end result could well be a lot of very valuable cultural contacts, youth visits, language assistants, but no pupils actually learning the language and no teachers actually teaching it.

Admittedly I am focusing only on the pessimistic side of the picture – just as Peter Eustace focused on the optmistic side. On the other hand, it is worth mentioning again that the position of Russian in other areas of the country is likely to be far worse than that in Sheffield. The latest survey by the ATR (Association of Teachers of Russian) of Russian teaching in schools shows that 279 state schools in England teach Russian, with a total of 8,800 pupils taking it. This means an average of around 31 pupils per school. Given that a handful of schools, where Russian is still a major subject (with more than one class per year group), must have 200 or so pupils of Russian, it follows that most of the rest have very small numbers of Russian pupils indeed – often, no doubt, just one or two groups of four or five in the sixth form.

I often feel it would be less annoying if those in authority openly declared that they *wanted* to eliminate all languages but French, and we were fighting a valiant rearguard action. To hear, instead, a constant stream of statements recognizing the lamentable state of affairs and urging diversification, and to watch the exact opposite being inexorably put into effect is extremely galling, and very depressing.

Derek Pearce teaches at Ecclesfield Comprehensive School, Sheffield.

Real life

Orientations. By Richard Aplin et al. Hodder and Stoughton. Pupil's book £4.95. 0 340 24373 9.
Read it in French. By Colin Asher et al. Hutchinson £2.50. 0 09 160721 3.
Role-play Practice French. By Tony Whelpton.
Longman £1.60. 0 582 22444 6.
Jouez le Jeu. By Bernard Crawshaw et al.
John Murray £3.50. 0 7195 4218 9.

Orientations has been specifically designed to meet the needs presented by syllabus changes and the national criteria. The authors must be congratulated on producing a book which is stimulating, interesting, well presented, varied and thoroughly up-to-date, containing a mass of material about life in contemporary France and in French speaking countries.

It is divided into 12 sections, each based on one theme and each containing authentic texts, recorded material and exploitation activities. There are a small amount of vocabulary. It is clearly laid out, easy to use and provides pupils with an extensive range of real-life situations. Just what the examiner ordered.

Jouez le Jeu is intended for teachers and contains 80 games, graded in four sections, starting with the simplest. At the beginning of each game there is a clear indication of the aim, the level, how long it should last and how it should be organized. Some of the more advanced games are designed to practise grammar. The book contains many interesting ideas and is certainly well worth obtaining. It should provide a useful aid to teachers seeking to vary the content of their lessons.

Eddie Ross

Read it in French meets admirably the need for pupils to be provided with authentic materials, making use of posters, advertisements, menus, signposts, letters, school reports, etc. Pupils are placed in real-life situations and are required to solve problems such as they would encounter in France. It is divided into eight sections, each dealing with one theme.

This book is exceptionally well planned, each item being short enough to be dealt with in one or two lessons. The questions are relevant and interesting, but the most attractive feature of the book is that the material is at the right level of difficulty to encourage pupils by presenting them with objectives which they can achieve.

The book gives a clear picture of life in France and will be most useful in preparing for graded tests and in supplementing course work.

Role-Play Practice French has been written by a chief examiner and a senior assistant examiner, who have made excellent use of their wide experience in this field. For teachers preparing classes for O level, CSE, or GCSE it will be invaluable. There are 60 situations for role-playing, with two facing pages devoted to each, as well as a small amount of vocabulary. It is clearly laid out, easy to use and provides pupils with an extensive range of real-life situations. Just what the examiner ordered.

Jouez le Jeu is intended for teachers and contains 80 games, graded in four sections, starting with the simplest. At the beginning of each game there is a clear indication of the aim, the level, how long it should last and how it should be organized. Some of the more advanced games are designed to practise grammar. The book contains many interesting ideas and is certainly well worth obtaining. It should provide a useful aid to teachers seeking to vary the content of their lessons.

Eddie Ross

MARY GLASGOW LANGUAGE TEACHER FELLOWSHIP 1987

Applications are invited for the Mary Glasgow Language Teacher Fellowship, 1987. The Fellowship provides for three months sabatical attachment on full salary at a British university, to permit the teacher-fellow to pursue and/or complete a project in the field of language teacher/learning. Details of project, dates of attachment etc to be agreed between the applicant, the Trustees and the University. Further information and application forms (to be returned not later than 31st March 1986) may be obtained by sending stamped addressed envelope to: J P Carpenter, Hon Secretary Mary Glasgow Language Trust Ltd, Seymour Mews House, Seymour Mews, London W1H 9PE.

PRIMARY EDUCATION
continued

HILLINGDON
LONDON BOROUGH OF HILLINGDON

COTEFORD JUNIOR SCHOOL
Fore Street, Pinner, Middlesex HA5 2JQ

Headteacher: Mrs M.A. Walters

Required for January 1986, an experienced and suitably qualified Scale 2 teacher to take responsibility for music in this new purpose built Junior School. A limited number of special needs children including physically handicapped are on roll (12 at present). Well supported with medical and educational staff and facilities. Sympathy with the aims of integration is essential.

Application forms from the Director of Education, Civic Centre, Uxbridge, Middlesex (Tel: Uxbridge 50431) to whom they should be returned as soon as possible and not later than 14 October 1985.

Outer London Allowance Payable.

WHITEHEATH JUNIOR SCHOOL
Whiteheath Avenue, Ruislip, Middlesex HA4 7PR

Headteacher: Mrs A.M. Jones

Scale 2 post for music curriculum leader. Enthusiastic teacher for school with a strong musical tradition.

Application forms from the Director of Education, Civic Centre, Uxbridge, Middlesex (Tel: Uxbridge 50431) to whom they should be returned as soon as possible and not later than 18 October 1985.
Outer London Allowance Payable. (01033) 110020

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
GRAVESHAM DIVISION
NORTHCOURT COUNTY PRIMARY SCHOOL
Dickens Road, Gravesend, Kent DA12 2JY
Required for January, 1986, Teacher-in-Charge, to be responsible to Headteacher of Primary School, for day to day running of short stay Tutorial Unit for 30 Primary age children with learning and behavioural problems. Oversight of curriculum and management of two other teachers and two welfare assistants.
Scale 2 + Special Schools Allowance.
Forms of application and further particulars from the Headteacher, (S.A.E. please), to whom they should be returned by 16th October, 1985.

CANTERBURY DIVISION
ST. MARY'S R.C. PRIMARY SCHOOL (J.M. AND I.)
Scale 2 Assistant Teacher for 2nd year Infants required for January 1986.
Suitable applicant will be responsible for English and Art in Infant department but may be required to teach Juniors if necessary. Catholic Teachers Certificate required.
Application form and further details obtainable from, and returnable to, Clerk to the Governors, St. Mary's School, Northwood Road, Whitstable.
Closing date: 18th October, 1985.

TONBRIDGE/MALLING DIVISION
EAST MALLING
BLACKLANDS COUNTY JUNIOR SCHOOL
Mill Street, East Malling, Maidstone ME19 6SD
Roll 152 (Autumn Term 1985)
Enthusiastic and experienced teacher required for January 1986 to develop P.E. and Boys' Games in this junior school. A strong interest in another area of the curriculum would be advantageous. Scale II post available for an outstanding, successful applicant.
Further details and application form available from the Headmaster at the school (Tel: West Malling (0732) 843953).
Closing date 15th October 1985. (01407) 110020

LEICESTERSHIRE
COUNTY COUNCIL
An Equal Opportunity Employer
ST. MARGARETS C.E. AIDED PRIMARY SCHOOL
High Street, Stoke Golding, Nuneaton, Warks.
Roll 128
Scale 2
Required January 1986 an enthusiastic experienced junior class teacher with special responsibility for music throughout the school. Closing date for applications 16th October, 1985.
Please contact the Headteacher for further details and application forms (SAE). (01620) 110020

LINCOLNSHIRE
HORNCASTLE COUNTY JUNIOR SCHOOL
Bowl Alley Lane, Horncastle LN9 5EH

(Group 4, Roll 187)

Assistant Teacher Scale 2 required for class of mainly 1st year Juniors (plus some 2nd year), to be responsible for organisation and welfare of 1st year intake and liaison with Infants School. An interest in Science teaching and computer work at this level would be an advantage.

SAE to Head for form and details. Closing date 18th October 1985. (L0407). (01128) 110020

NEWHAM
LONDON BOROUGH OF NEWHAM
DREW JUNIOR MIXED AND INFANT SCHOOL
Drew Road, London E16 2DL
Head Teacher: D.J. Donoghue
130 + 30 place nursery
CLASS TEACHER Scale 2
Required January 1986.
Teacher required to give a lead in a curriculum area, preferably Mathematics. However the ability to work within the existing team is more important than particular expertise visits welcome.
LONDON ALLOWANCE: £1,038.
Application forms (s.a.e. please) available from The Director of Education to whom completed forms should be returned by 15th October 1985.
Education Offices, 379/383 High Street, Stratford, E15 4RD. (13890) 110020

NEWHAM
LONDON BOROUGH OF NEWHAM
WOODGRANGE INFANT SCHOOL
Sebert Road, London E7 0NJ
Head Teacher: Mrs. J. Stocks
Number on roll: 217
AUDIO/VISUAL AIDS/RESOURCES Scale 2
Required January 1986.
An experienced teacher to assemble the many resources available in the school and to be responsible for their maximum usage in an integrated infant curriculum.
London Allowance £1,038 plus Social Priority Allowance.
Application forms (s.a.e. please) available from The Director of Education to whom completed forms should be returned by 15th October 1985.
Education Offices, 379/383 High Street, Stratford, E15 4RD. (13886) 110020

NEWHAM
LONDON BOROUGH OF NEWHAM
WOODGRANGE INFANT SCHOOL
Sebert Road, London E7 0NJ
Head Teacher: Mrs. J. Stocks
Number on roll: 217
CLASS TEACHER Scale 2
Required January 1986.
An experienced Class Teacher to take responsibility for Mathematics throughout the school. Visits welcomed by arrangement.
London Allowance £1,038 plus Social Priority Allowance.
Application forms (s.a.e. please) available from The Director of Education to whom completed forms should be returned by 15th October 1985.
Education Offices, 379/383 High Street, Stratford, E15 4RD. (13887) 110020

RICHMOND UPON THAMES
LONDON BOROUGH OF RICHMOND UPON THAMES

(An equal opportunity employer)

DARELL JM/I SCHOOL
Darell Road, Richmond, Surrey TW9 4LQ
Tel: 01-8766721

SCALE 2 TEACHER PLUS £678 OUTER LONDON ALLOWANCE

Required for January 1986, a full-time established teacher for the Junior Department to take responsibility for Social Studies.

The successful candidate will also be responsible for football and P.E.

Forms and further details (foolscap s.a.e.) from Director of Education, Regal House, London Road, Twickenham, Middlesex TW1 3QB, returnable to the Headteacher at the school by [illegible] October 1985. [illegible] 110020

LEICESTERSHIRE
COUNTY COUNCIL

An Equal Opportunity Employer

BI-LINGUAL TEACHER

SCALE 1/2

Required as soon as possible, an experienced, qualified nursery/infant teacher to join the country's team of bi-lingual teachers developing and assessing the mother tongue of pupils of Asian origin in nursery and infant classes to be based initially in Loughborough.

Applicants should be fluent in Gujerati. Scale 1/2 according to experience.

Further details available from Teachers Staffing Section, County Hall, Glenfield, Leicester LE3 8RF (SAE). Closing date: 14th October 1985. [illegible]

RICHMOND UPON THAMES
LONDON BOROUGH OF RICHNOND UPON THAMES

(An equal opportunity employer)

HAMPTON JUNIOR SCHOOL
Percy Road, Hampton, Middlesex TW12 2LA

Tel: 01-979 2545

SCALE 2 TEACHER FOR MATHEMATICS PLUS £678 OUTER LONDON ALLOWANCE

Required for January 1986 an experienced class teacher to join the staff of this 3 form entry junior school.

The teacher appointed will serve initially in the 2nd year and be responsible for developing the curriculum area of mathematics. Please indicate other interests in your application form.

Those wishing to visit the school are welcome to do so.

Forms and further details (foolscap s.a.e.) from Director of Education, Regal House, London Road, Twickenham TW1 3QB, returnable to the Headteacher at the school by Monday 14th October 1985. Those shortlisted will be interviewed on Monday 28th October 1985.
(01902) 110020

RICHMOND UPON THAMES
LONDON BOROUGH OF RICHMOND UPON THAMES

(An equal opportunity employer)

CHASE BRIDGE JUNIOR SCHOOL
Kneller Road, Twickenham, Middlesex TW2 7DE

Tel: 01-892 8008

SCALE 2 TEACHER PLUS £678 OUTER LONDON ALLOWANCE

Required for January 1986, an enthusiastic class teacher to take responsibility for P.E./Games and Environmental/Social Studies.

Preliminary visits by appointment with the Headteacher will be welcomed.

Forms and further details (foolscap s.a.e.) from Director of Education, Regal House, London Road, Twickenham TW1 3QB, returnable to the Headteacher at the school by Friday 18th October 1985.
(01903) 110020

RICHMOND UPON THAMES
LONDON BOROUGH OF RICHMOND UPON THAMES

(An equal opportunity employer)

QUEEN'S C.E. JUNIOR SCHOOL
Cumberland Road, Kew, Richmond, Surrey TW9 3HJ

An experienced and resourceful class teacher is required for first year juniors in January 1986 to work in this semi-open plan school.

The person appointed will be responsible for the further development of the music curriculum throughout the school, for which a Scale 2 post is available.

Preference may be given to persons of Christian commitment.

Forms and further details (foolscap s.a.e.) from Director of Education, Regal House, London Road, Twickenham TW1 3QB, returnable to the Headteacher at the school by Tuesday 15th October 1985.
(01701) 110020

SANDWELL
METROPOLITAN BOROUGH COUNCIL

ETHNIC MINORITIES SUPPORT SERVICE

AFRO-CARIBBEAN SUPPORT UNIT

TEACHER

See advertisement under Secondary Education Other than by Subject.
(01751) 110020

SEFTON
METROPOLITAN BOROUGH OF SEFTON
EDUCATION COMMITTEE
FOREFIELD JUNIOR SCHOOL
Forefield Lane, Liverpool L23 9TJ
TEACHER (SCALE 2)
Required, to have specific responsibility for boys' games. Previous applicants automatically considered.
Application forms and further details are available, on receipt of s.a.e., from the Headteacher of the School to whom completed forms must be returned by 11th October 1985. (01200) 110020

SUFFOLK
COUNTY COUNCIL
HONINGTON V.C. PRIMARY SCHOOL
Honington, Bury St. Edmunds
(Age Range 5 - 9; 140 on roll)
Required from April, 1986, Scale 2 Teacher to be responsible for the curriculum areas of SCIENCE and MATHEMATICS.
Application forms and further details from the Headteacher at the school concerned (s.a.e. please) to whom forms should be returned [illegible]

WALTHAM FOREST
AN EQUAL OPPORTUNITY EMPLOYER
WOODSIDE INFANTS SCHOOL AND NURSERY UNIT
London E17
An experienced Nursery/Infants teacher required. See under 'NURSERY SCALE 2 & ABOVE'.
(01608) 110020

WALTHAM FOREST
AN EQUAL OPPORTUNITY EMPLOYER
All required for January
BEAUMONT PRIMARY SCHOOL
Burchell Road, London E10
Head: Mr. R. Bolster
CO-ORDINATOR FOR MATHS
SCALE 2 plus Outer London Allowance. Ref. P6/559.
CO-ORDINATOR FOR LANGUAGE AND LITERACY
SCALE 2 plus Outer London Allowance. Ref. P6/560
CHINGFORD C. OF E. JUNIOR SCHOOL
Cambridge Road, London E4
Head: Mr. N. Hodgess
Experienced and enthusiastic teacher to lead a well established staff in formulating and implementing a lively language policy in this open-plan Junior School.
SCALE 2 plus Outer London Allowance. Ref. P14/579
Experienced and enthusiastic teacher to lead a well established staff in formulating and implementing a mathematics policy in this open-plan Junior School.
SCALE 2 plus Outer London Allowance. Ref. P14/578
CHINFORD HALL PRIMARY SCHOOL
Silver Birch Avenue, London E4
Head: Mr. P. Terry
An experienced teacher required who would be seconded to teach in the local day Nursery on a full-time basis.
SCALE 2 plus Outer London and Social Priority Allowances. Ref. P16/569.
GREENLEAF PRIMARY SCHOOL
Greenleaf Road, London E17
Head: Mrs. M. Hollist
A successful and experienced primary teacher to develop and co-ordinate curriculum resouces in this multi-cultural school.
SCALE 3 plus Outer London and Social Priority Allowances. Ref. P29/556.
A Primary teacher to co-ordinate Music throughout the multi-cultural School. Ability to play the piano an advantage.
SCALE 2 post available for suitably qualified person.
Outer London and Social Priority Allowances payable. Ref. P29/557.
LARKSWOOD JUNIOR SCHOOL
New Road, London E4
Head: Mr. A. Webb
An energetic successful teacher required to co-ordinate Physical Education. An interest in football an advantage.
SCALE 2 plus Outer London Allownce. Ref. P33/583.
NEWPORT JUNIOR SCHOOL
Newport Road, London E10
Head: Mr. J. Hall
An experienced teacher with an interest in computer assisted learning is required to take a first year class and assume responsibility for the use of educational technology throughout this 335 pupils multicultural school.
SCALE 2 + Outer London and Social Priority Allowances. Ref. P41/562.
SOUTH GROVE PRIMARY SCHOOL
Ringwood Road, London E17
Head: Mr. K. Winger
Teacher with responsibility for Audio/Visual Aids and Resource Materials throughout the school. The person appointed will be required to take a leading role in the development of a project based curriculum in this Multi-Cultural Primary School.
SCALE 2 + Outer London and Social Priority Allowances. Ref. 56A/561.
THORPE HALL PRIMARY SCHOOL
Hale End Road, London E17
Acting Head: Mrs. J. Thomas
An experienced, successful teacher is required to co-ordinate the development of Music throughout this Primary School. Initial teaching commitment is with Top Infants.
SCALE 2 + Outer London Allowance. Ref. P62/565.
WOODFORD GREEN PRIMARY SCHOOL
Sunset Avenue, Woodford Green, Essex
Head: Mr. D. Stanley
An experienced teacher required to co-ordinate Physical Education throughout the school; top infant class initially.
SCALE 2 plus Outer London Allowance. Ref. P67/538.
YARDLEY PRIMARY SCHOOL
Hawkwood Crescent, London E4
Head: Mr. D. Rice
An enthusiastic teacher with successful experience across the primary age range able to co-ordinate music in the school. Ability to play the piano an advantage.
SCALE 2 plus Outer London Allowance. Ref. P70/582.
Application forms (and further details) for above 13 posts available on receipt of a 9" X 4" s.a.e. from and returnable to the Head Teacher concerned.
Closing date 18th October, 1985. (01758) 110020

WEST SUSSEX
WATERFIELD FIRST SCHOOL
Waterfield Gardens, Bewbush, Crawley, Sussex
Enthusiastic and adaptable Teacher Scale 2, with a flexible approach required from January, 1986 for this new semi-open-plan school. The successful candidate would be expected to show interest, expertise and the ability to lead and develop at least one area of the curriculum.
Form and details from Area Education Office, Goffs Park House, Horsham Road, Crawley, Sussex. S.A.E. please. Closing date [illegible]

WEST SUSSEX
ESCOTS C PRIMARY SCHOOL
Bourn-de-Peaqn, Lewes Road, East Grinstead RH19 3TY
Two scale 2 teachers required January 1986 for infant department. Applicants should be good class teachers and able to take responsibility for one of the following areas a) Maths and Science; b) Parent School liaison/reading.
Details and form from Headteacher. S.A.E. please. (01813) 110020

WEST SUSSEX
COUNTY COUNCIL
SOUTHERN AREA
VALE FIRST & MIDDLE SCHOOL
Vale Avenue, Worthing
Two enthusiastic Scale 2 teachers required January 1986:
a) Prepared to develop an area(s) of the curriculum.
b) To promote music throughout the School, be highly skilled in the teaching of music in the classroom.
Applicants must be familiar with new language development and prepared to develop the thematic approach.
Application form and details from Headmaster on receipt of s.a.f.e.

STEYNING C.E. (CONTROLLED) PRIMARY SCHOOL
Shooting Field, Steyning
Required January 1986 enthusiastic, experienced teacher (Scale 2) to be responsible for co-ordinating the organisation of 4/5 Infant classes.
Application form and details from Headmistress on receipt of s.a.f.e.

BUCKINGHAM COUNTY MIDDLE SCHOOL
Buckingham Road, Shoreham-by-Sea
Required January 1986: experienced teacher of children needing remedial/adjustment support; Scale 2 post available.
Application forms and further details from Headmaster on receipt of s.a.f.e.
Closing date for these posts 23rd October. (01440) 110020

WOLVERHAMPTON
BOROUGH COUNCIL
EDUCATION COMMITTEE
ST ANTHONY'S RC J&I SCHOOL
Stafford Road, Fordhouses
Tel: 782298
Headteacher: J. Cuthbert, B.Ed.
Required for January 1986, Assistant Teacher (Scale 2) for Science and/or Environmental Studies, Boys' Games.
Applicants must be practising Catholics and hold a certificate for Religious Education.
The successful candidate will be expected to accept the Catholic Education Council form of contract.
Application forms and further details are available from the headmaster of the School. Completed forms should be returned as soon as possible to: Rev. L. Kelly, St. Anthony, Bee lane, Fordhouses, Wolverhampton.
Wolverhampton Council welcomes applications from all sections of the community irrespective of an individual's sex, ethnic origin or colour and from people with disabilities who have the necessary attributes to do the job.
(01052) 110020

Scale 1 Posts

BARNET
LONDON BOROUGH
Required January 1986
HOLLICKWOOD J.M.I. SCHOOL
Sydney Road, Muswell Hill, N10 2NL
Roll 189
Experienced teacher for a class of middle infants, Scale 1. An ideal post for a teacher seeking a challenging and stimulating post. Please state particular strengths. Telephone school for further details or for an appointment to visit. 01-[illegible] 6880.
Removal expenses and separation allowances available.
Application forms (s.a.e.) obtainable from the Director of Educational Services, Town Hall, Friern Barnet, N11 3DL to be returned to the Head Teacher by 18th October 1985.
(13700) 110022

BEDFORDSHIRE
SOUTHERN AREA
WARDEN HILL INFANT SCHOOL
Birdsfoot Lane, Luton, Beds.
Tel: 595150
Required for 1.1.86, a Scale 1 teacher to be responsible for an infant class.
Application forms and further particulars obtainable from and returnable to the Head at the School, sae please.
(01158) 110022

BROMLEY
LONDON BOROUGH OF BROMLEY

CLARE HOUSE PRIMARY SCHOOL
Oakwood Avenue, Beckenham, Kent BR3 2PJ

SCALE 1

Required for January 1986, an enthusiastic primary school teacher to take responsibility for Music throughout the school. Initial responsibility will be for a Top Infant class. A commitment to in-service training and a willingness to be involved in curriculum innovation and development is essential. The post should offer scope for professional development in other areas of the curriculum.

Application forms and further details available from the Headmistress at the school (foolscap s.a.e. please), to whom completed forms should be returned by 15th October 1985.
(01845) 110022

BUCKINGHAMSHIRE
HANSLOPE COUNTY COMBINED SCHOOL
A committed and resourceful teacher, Scale 2.
See under Primary, scale 2 and above. (13872) 110022

LEEDS CITY COUNCIL
DEPARTMENT OF EDUCATION

Unless otherwise stated:
Closing date for receipt of applications is 14th October 1985.
In respect of posts in primary schools, forms are available and should be returned to the Director of Education, Selectapost 13, Merrion House, 110 Merrion Centre, Leeds LS2 8DR.
For posts in secondary and high schools, application by letter should be made to the head teacher of the school concerned, giving full details and the names of two referees.
The post reference number should be quoted on all correspondence.
Applications requiring acknowledgement and requests for forms and/or details must be accompanied by a stamped, addressed envelope.
Leeds is an equal opportunity employer.

Required for January:

PRIMARY SCHOOLS

SCALE 1 POSTS

N.E.1059 LEOPOLD PRIMARY SCHOOL
(No. on roll: 235: 5-9 years + Nursery)
Leopold Street LS7 4AW
Telephone: 629246
Head Teacher: Mrs A. M. Isherwood
Nursery Teacher required for this open plan unit. Must be totally committed to developing parental involvement in this multi-racial area. Details from Head Teacher. All candidates welcome to visit Nursery Unit by appointment.

E.1060 ST NICHOLAS R.C. PRIMARY SCHOOL
(No. on roll: 206: 5-9 years)
Oakwood Lane LS9 6QY
Telephone: 497454
Head Teacher: Miss N. Finn
Teacher for Reception Class, training and/or experience in early years essential. Applications to Chairman of Governors, Rev. Canon F. O'Driscoll, St Nicholas Presbytery, Oakwood Lane, LS9 6QY.

HIGH SCHOOL

SCALE 1 POST

W.1062 INTAKE HIGH SCHOOL
(No. on roll: 640: 13-18 years)
Calverley Lane LS13 1AH
Telephone: 564881
Head Teacher: Mr C. A. R. Robinson, MA
Teacher of English to join lively and successful department in a school renowned for its work in performing arts. Details from Head Teacher [illegible]

PRIMARY EDUCATION
continued

BEDFORDSHIRE
EDUCATION SERVICE
LIVINGSTONE LOWER SCHOOL
Clapham Road, Bedford
Required for January 1986, a teacher to take responsibility for the education of Travellers' Children from a new site to be established within the catchment area of the school. Scale 1 in the first instance but Scale 2 will be considered depending upon the rate of development of the site and the requirements of the post.
Further details and application forms from the School (SAE please) Closing date 18 October 1985. (01159) 110022

BRENT
LONDON BOROUGH OF BRENT
BRIDGE INFANTS' SCHOOL
Bridge Road, NW10 9BX
Tel: 01-459 1392
(Roll: 158 plus 40 P.T. Nursery, Social Priority School)
Required for January 1986 - Experienced INFANT TEACHER (Scale 1) able to teach across the whole age range. Good firm discipline. The candidate must be in sympathy with the needs of the children.

WYKEHAM JUNIOR MIXED & INFANTS SCHOOL
Aboyne Road, NW10 0EX
Tel: 01-450 8425
(Roll 405, Social Priority School)
Required from January 1986 - TEACHER (Scale 1) to take a class of third-year Juniors. The successful candidate must be prepared to participate fully in the development of the non-sexist and multi-cultural curriculum of the school.
London Allowance of £1,038 per annum is payable.
Brent is an Equal Opportunities Employer.
Brent is fundamentally committed to Multi-cultural Education.
Unless otherwise stated application forms (sae) obtainable from the Headteacher returnable within 14 days. Arrangements will be made for all interested candidates to visit the school/unit if they so wish. Please telephone for an appointment. Please note that separate arrangements will be made for all SHORTLISTED candidates to visit prior to interview. Travelling Expenses will be paid to shortlisted candidates only.
(01793) 110022

BUCKINGHAMSHIRE
MILTON KEYNES AREA
Equal Opportunity Employer
HANSLOPE COUNTY COMBINED SCHOOL
Hanslope, Milton Keynes MK19 7BL
A Scale 1 class teacher for the 8 to 12 age group is required for January 1986. An interest in French and Computer Assisted Learning would be an advantage. Candidates must demonstrate an insight into classroom organisation and the curriculum. This post is vacant due to the promotion of the previous post holder.
Assistance with removal expenses and rented housing may be available in approved cases and there is a wide range of housing to buy in the area.
Apply by letter to the Headteacher, D. Shepherd, B.Ed., M.A., giving full curriculum vitae, and names, addresses and telephone numbers of two referees. (13874) 110022

BUCKINGHAMSHIRE
MILTON KEYNES AREA
Equal Opportunity Employer
HEELANDS COUNTY FIRST SCHOOL
Glovers Lane, Heelands, Milton Keynes MK13 7QL
Required from January 1986, an experienced reception class teacher. Knowledge of 'Breakthrough to Literacy Materials' would be an advantage. Scale 1.
Assistance with removal expenses and rented housing may be available in approved cases and there is a wide range of housing to buy in the area.
Apply by letter to the Acting Headteacher, Mr F. Bell, giving full curriculum vitae and the names and addresses of two referees. Please enclose a stamped addressed envelope for reply. (13877) 110022

BUCKINGHAMSHIRE
MILTON KEYNES AREA
Equal Opportunity Employer
CEDARS COUNTY FIRST SCHOOL
Bury Street, Newport Pagnell MK16
Required from 28th October 1985 or as soon as possible thereafter, an experienced teacher for a group of 7 - 8 year old children. Scale 1.
This is a temporary post until the end of the academic year.
An interest in computers would be an advantage but is not essential.
Application forms are available from the Headteacher, Mrs F. Rose, on receipt of a foolscap stamped addressed envelope. (01854) 110022

BUCKINGHAMSHIRE
Equal Opportunity Employer
Beaconsfield/Chiltern Area
ELANGENI COUNTY MIDDLE SCHOOL
Woodside Avenue, Amersham HP6 6BQ
Tel: Amersham 21435
Headteacher: Miss J. Leahy
Required for January, 1986, full time assistant teacher for general class teaching. An interest in the curriculum areas of Maths, Science and Computer Studies would be an advantage.
Please apply to the Headteacher at the school with full details of experience and the names of two referees as soon as possible.
(13878) 110022

BUCKINGHAMSHIRE
MILTON KEYNES AREA
Equal Opportunity Employer
LAKES COUNTY FIRST SCHOOL
Drayton Road, Bletchley, Milton Keynes MK2 3HJ
Required from January 1986, an experienced teacher for a class of 7 - 8 year olds. Ability to play the piano and help with music throughout the school would be an advantage. Scale 1.
Assistance with removal expenses and rented housing may be available in approved cases and there is a wide range of housing to buy in the area.
Application forms are available from the Headteacher, Mrs R. Symmons, on receipt of a foolscap stamped addressed envelope. (01846) 110022

BUCKINGHAMSHIRE
BUCKS/MILTON KEYNES AREA
Equal Opportunity Employer
ST MARY MAGDALENE RC COMBINED SCHOOL
Ardwell Lane, Greenleys, Milton Keynes MK12 6AY
Required from January 1986, a teacher to join the staff of this Catholic Combined School which opened last year. Scale 1.
The successful applicant should be a practising Catholic.
Candidates should apply by letter to the Headteacher, P. Murtagh, B.A., giving full curriculum vitae, the names and addresses of two referees as well as the names of their Parish Priest. (18177) 110022

BURY
METROPOLITAN BOROUGH OF BURY
An Equal Opportunity Employer
EDUCATION DEPARTMENT
NURSERY TEACHER (Scale 1)
Required for 1st January 1986 at St. John's C.E. Primary, Johnson Street, Radcliffe, Manchester M26 9AW.
Preference will be given to suitably qualified applicants who are practising communicant members of the Church of England.
Application forms obtainable from the Director of Education, Education Offices, Athenaeum House, Market Street, Bury BL9 0BN and returnable to the Rev. E.J. Halliday, St. Thomas' Vicarage, Vicarage Street, Radcliffe by Wednesday 16th October 1985. (16469) 110022

CAMBRIDGESHIRE
(Equal Opportunity Employer)
SHIRLEY INFANT SCHOOL
Cambridge
Required from January, enthusiastic Infant Teacher Scale 1. Interest in running the school library would be an advantage.
Further details and application forms from the Head Teacher at the School, Green End Road, Cambridge CB4 1RW.
(SAE please). Closing date 18th October. (13790) 110022

CROYDON
LONDON BOROUGH OF CROYDON
ROKE JM&I SCHOOL
Purley Vale, Purley, Surrey CR2 2DW
Tel: 01-660 2714
Tenable: 1st January, 1986.
An enthusiastic and imaginative teacher required for 3rd Year Junior class.
Newly qualified applicant welcomed.
Salary - Burnham Scale: 1 with London Area Allowance.
This post is exempt from LMGSC procedures but applications from employees of the GLC or MCC's with relevant experience will be welcome.
Please send SAE for application form, from and returnable to, the Head Teacher at the above address as soon as possible. (18633) 110022

DEVON
Please see displayed advertisement on Page 59.
(13770) 110022

DONCASTER
EDLINGTON ST. MARY'S R.C. J/I SCHOOL
Bungalow Road, Edlington, Doncaster DN12 1DL
Tel: Rotherham 863280
Required for January 1986.
Scale 1 teacher for the Middle Infants age range.
Applicants must be a practising Roman Catholic. Application forms are available from the Director of Education, Princegate, Doncaster DN1 3EP.
Completed forms should be returned to the Chairman of the Board of Governors, Father J.V. Delaney, The Presbytery, Staveley Street, Edlington, Doncaster, as soon as possible. (01928) 110022

EALING
LONDON BOROUGH
Education Service
WEST ACTON FIRST SCHOOL
Noel Road, Acton W3 0JL
Temporary Teacher required from October 1985 to cover maternity leave, with an interest in the younger age group to work in a small open plan block.
Scale 1 salary plus £1,038 London Allowance.
Application forms from Chief Education Officer, Hadley House, 79-81 Uxbridge Road, Ealing W5 5SU (SAE) to be returned by 18 October 1985. (01785) 110022

EALING
LONDON BOROUGH
Education Service
FEATHERSTONE FIRST SCHOOL
Featherstone Road, Southall UB2 5AQ
Temporary Teacher required in this First School from November 1985 for 2 terms to cover for maternity leave.
Scale 1 salary plus £1,038 per annum London Weighting.
Application forms obtainable from Chief Education Officer, Hadley House, 79-81 Uxbridge Road, Ealing W5 5SU (SAE) to be returned by 18 October 1985. (01786) 110022

EAST SUSSEX
DANEHILL COUNTY PRIMARY SCHOOL
Danehill, Haywards Heath RH17 7JB
Roll: 69
From January 1, 1986: enthusiastic and imaginative infant teacher (Scale 1) to work with infant class. Ability to take music essential.
Relocation grants in approved cases.
Application forms and details (sae please) from the County Education Officer, PO Box 4, County Hall, St Anne's Crescent, Lewes BN7 1SG to be returned to the Head Teacher by October 18. (01808) 110022

EAST SUSSEX
WHITEHAWK JUNIOR SCHOOL
Whitehawk Road, Brighton BN2 5FL
Roll: 270
From January 1986: experienced class teacher for lower juniors (Scale 1 + Social Priority Area allowance). State further interests. Scale 2 available for candidates with curriculum leadership experience, mathematics particularly an advantage.
Relocation grants in approved cases.
Application forms (see please) from the County Education Officer, PO Box 4, County Hall, St Anne's Crescent, Lewes BN7 1SG to be returned to the Head Teacher.
(01939) 110022

ENFIELD
LONDON BOROUGH OF ENFIELD
LATYMER ALL SAINTS C. OF E. INFANT SCHOOL
Hydethorpe Avenue, Edmonton, London N9 9RS
Required for January 1986, a teacher for younger infant children in this semi open plan school. An ability to help with MUSIC would be an advantage. (Scale 1).
Applications welcome from experienced and newly qualified teachers.
London Allowance, £678.
Application forms and further details (large SAE) obtainable from the Head Teacher. Closing date 16th October 1985.
An equal opportunity employer. (13699) 110022

ENFIELD
LONDON BOROUGH OF ENFIELD
CHESTERFIELD INFANTS SCHOOL
Chesterfield Road, Enfield, Middlesex
Required January 1986, Infant Teacher Scale 2.
For further information see under Scale 2 posts.
(01899) 110022

ESSEX
HOLY FAMILY R.C. PRIMARY SCHOOL
Maltings Lane, Witham
Tel: Witham 513418
(Roll 185)
TEACHER, Scale 1
Required January, 1986, at this semi open-plan school, for upper Juniors. Ability to offer Music an advantage. Catholic preferred.
Application forms available from the school and should be returned duly completed by 28th October, 1985 (foolscap s.a.e. please).

ST. ALBAN'S R.C. PRIMARY SCHOOL
First Avenue, Harlow CM20 2NP
Tel: Harlow (0279) 25583
(Roll 173)
TWO POSTS, Scale 1
Required for January, 1986, two qualified teachers to fill posts for Juniors. Ability in Music or Girls' Games and Athletics desirable. Catholics preferred. Closing date: 18th October, 1985.
Please apply to Headteacher, enclosing curriculum vitae (foolscap s.a.e. please).
(01514) 110022

GLOUCESTERSHIRE
An equal opportunities employer
INNSWORTH JUNIOR SCHOOL
Rookery Road, Innsworth, Gloucester
Required for January 1986 enthusiastic dedicated probationary teacher for mixed 2nd and 3rd year class. Ability to play piano and recorder essential. Successful candidate expected to maintain standard of music through the school.
Application forms and further details from Head Teacher. (01166) 110022

HARROW
EDUCATION COMMITTEE
ROXETH MANOR FIRST SCHOOL
Eastcote Lane, S. Harrow
Tel: 01-422 6638
Required as soon as possible, full time qualified teacher initially for class of six year olds, but with the ability to coordinate music throughout the First School.
Application forms from and to be returned to the Head of the School by 18.10.85.
Harrow is an Equal Opportunity Employer.
(18636) 110022

HERTFORDSHIRE
ST. IPPOLLITTS C.E. (Aided) Primary School
Ashbrook Lane, St. Ippollitts, Hitchin, Herts. SG4 7PB
Head: Mr. P. Brownings
No. on roll 132
Required for JANUARY 1986 an enthusiastic Class Teacher for Lower Juniors. Scale 1.
Applicants should be keen to take a full part in the very active life of the school.
Applications as soon as possible please to the Headmaster at the school with the names and addresses of two referees. (01162) 110022

HEREFORD AND WORCESTER
COUNTY COUNCIL

CLEHONGER C.E. PRIMARY SCHOOL
Gosmore Road, Clehonger, Hereford HR2 9SN

ASSISTANT TEACHER (INFANTS) Scale 1

Required January 1986 for this Group 3 School. Ability/interest in Art desirable. Please state other interests.

MARDEN PRIMARY SCHOOL
Hereford HR1 3EW

Required from January 1986. Assistant Teacher Scale 1 for Reception/1st Year Infant Class. Ability to play the piano would be advantageous.

Application forms and further details are available from the Headteacher of the school concerned (S.A.E. please).
(01860) 110022

HERTFORDSHIRE
LEY PARK INFANTS SCHOOL
COZENS LANE EAST
Broxbourne
Tel: Hoddesdon 444320
Head: Mrs D. Powell
Required for January 1986 an enthusiastic flexible teacher to work in a co-operative teaching situation with younger infants. Two terms initially. Scale 1 plus Fringe Allowance.
Applications, including curriculum vitae and the names and addresses of two referees to the Head as soon as possible. (01170) 110022

HERTFORDSHIRE
REED FIRST SCHOOL
Jacksons Lane, Nr. Royston SG8 8AB
Head: Mrs. E.M. Pepper
Required from 28th October 1985 an enthusiastic teacher to have responsibility for the infant class of this small village school catering for children aged 5 - 9.
Apply in writing to the Headteacher, Mrs. E.M. Pepper at the school enclosing curriculum vitae and s.a.e. with name and address of two referees.
(01161) 110022

HOUNSLOW
ST LAWRENCE WITH ST PAUL'S CE PRIMARY SCHOOL
St Paul's Road, Brentford TW8 OPN
Tel: 01-560 3287
Headteacher: Mr. G.J. Legg
Required from January 1986 - Full-time Scale 1 Teacher.
A Christian teacher who could take some responsibility for organising musical activities, in addition to assisting infant and Junior class teachers with various groups of pupils. An ability to work alongside other staff in a variety of situations is essential.
Application forms obtainable from The Director of Education, Civic Centre, Lampton Road, Hounslow TW34 DN (Ref: PA/EBA) and to be returned to the Headteacher at the school.
London Allowance: £678 p.a.
WE ARE A EQUAL OPPORTUNITY EMPLOYER.
(13824) 110022

HUMBERSIDE
COUNTY COUNCIL
EDUCATION COMMITTEE
Grimsby Division
STRAND MIDDLE SCHOOL
Strand Street, Grimsby DN32 7BE
Required as soon as possible:
TEACHER for 5 sessions per week, who can offer Music as a specialism.
The school is designated an S.P.A. School and is situated close to the docks. An enthusiastic, resiliant teacher is sought.
There is a well-established tradition of music within the School, with many children being members of the choir, orchestra or one of the instrumental groups.
Application forms are obtainable from the Director of Education, Divisional Education Office, Eleanor Street, Grimsby (on receipt of s.a.e.), to whom they should be returned by 14th October 1985.
All applicants are considered on the basis of their suitability for the job irrespective of disablement, race, creed, sex or marital status. Disabled candidates whose applications have the written support of their D.R.O. will be guaranteed an interview. (01731) 110022

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
GRAVESHAM DIVISION
HIGHAM COUNTY PRIMARY SCHOOL
Higham, Nr. Rochester, Kent ME3 7JL
Applications are invited from both men and women for a post at this School, commencing January, 1986. There is a possibility of a Scale 2 post for a suitable applicant able to contribute fully to any of the following areas:- Computers, Science, Maths and Language Development. Please state other interests.
Telephone the Headmaster at the school for further information and application forms (Shorne 2538). Closing date 18th October, 1985. (01408) 110022

KINGSTON UPON THAMES
ROYAL BOROUGH OF KINGSTON UPON THAMES
OUR LADY IMMACULATE RC PRIMARY SCHOOL
Ewell Road, Tolworth, Surrey KT6 7DG
Tel: 01-399 9854
No. on roll: 452
Required for January 1986, a general INFANT TEACHER to assist with Reception, and small group work throughout the Infant Department. Applications are invited from suitably qualified Roman Catholic Teachers.
Scale 1 post. London Allowance £678.
Application forms are available from the Correspondent to the Governors at the above address (S.A.E. please) to whom completed forms should be returned by Friday, 18th October, 1985. (01914) 110022

KIRKLEES
METROPOLITAN COUNCIL
DIRECTORATE OF EDUCATIONAL SERVICES
THORNHILL FIRST & MIDDLE SCHOOL
Edge Lane, Thornhill, Dewsbury, West Yorkshire
(Ref 1108)
Required as soon as possible an experienced infant teacher SCALE 1 for a class of 6 year olds. The appointment will be permanent to the service of the Authority with allocation to the school for the Academic Year 1985/86 in the first instance. Further information available from the Head Teacher.
Application forms (s.a.f.e. please) available from the Director of Educational Services (Ref PT), Oldgate House, 2 Oldgate, Huddersfield HD1 6QW to whom completed forms should be returned within 14 days of the appearance of this advertisement.
An Equal Opportunity Employer. (01810) 110022

LONDON N21
PALMERS GREEN HIGH SCHOOL

Please see advertisement under Preparatory Schools other Assistants.
(01871) 110022

LONDON NW1
ST. MICHAEL'S PRIMARY SCHOOL
88 Camden St., Camden Town, London NW1
Tel: 01-485 8965
Roll: 148 + Nursery Class
Required from 6th January 1986 for Nursery Class (Part-time Nursery 30 places a.m.; 30 places p.m.) shared with Our Lady's R.C. Primary School. Friendly Community Church Schools in multi-cultural area.
Teacher to be responsible for Nursery Class and willing to share knowledge of early childhood education with colleagues.
Job description available. Visits essential.
(01641) 110022

MERTON
LONDON BOROUGH OF MERTON
EDUCATION COMMITTEE
MERTON IS AN EQUAL OPPORTUNITIES EMPLOYER
SHERWOOD PRIMARY
Abbotts Road, Mitcham, Surrey CR4 1JS
Tel: 01-764 5100
Head Teacher: Mrs M. Atherton
Age Range: 4 - 8 years
No. on roll: 299
Required for January, 1986 an enthusiastic SCALE ONE Teacher who has experience with the younger age range of Primary School.
CLOSING DATE: 4th November, 1985.
Application forms and further particulars of the post are available from the Head Teacher at the above address. Please enclose stamped addressed envelope. (01927) 110022

NEWCASTLE UPON TYNE
CITY OF NEWCASTLE UPON TYNE
EDUCATION COMMITTEE
APPOINTMENT TO A SCALE I POST
Applications are invited from suitably qualified teachers to be appointed under Section 11 Local Government Act, to support children from minority communities, many of whom are bilingual.
Application forms are obtainable from and returnable to the Director of Education, Education Department, Civic Centre, Newcastle upon Tyne NE1 8PU by Friday, 18th October, 1985. (18639) 110022

NEWHAM
LONDON BOROUGH OF NEWHAM
LATHOM JUNIOR SCHOOL
Clements Road, London E6
Headteacher: Mr. F. Howe
Number on roll: 330
TEMPORARY CLASS TEACHER Scale 1
Required: January 1986.
Experienced teacher required for Spring Term to cover for the Secondment of Deputy Head. Will be responsible for a 4th Year class.
LONDON ALLOWANCE £1,038.
Application forms (s.a.e. please) available from Director of Education to whom completed forms should be returned by 15th October 1985.
Education Offices, 379/383 High Street, Stratford, E15 4RD. (13889) 110022

NEWHAM
LONDON BOROUGH OF NEWHAM
ST. JAMES' C. OF E. JNR. SCHOOL
Tower Hamlets Road, London E7 9DA
Head Teacher: Miss. L. Loizou
Number on roll: 205
CLASS TEACHER Scale 1
Required January 1986.
London Allowance £1,038 plus Social Priority Allowance.
Application forms (s.a.e. please) available from Director of Education to whom completed forms should be returned by 15th October 1985.
Education Offices, 379/383 High Street, Stratford, E15 4RD. (13883) 110022

NEWHAM
LONDON BOROUGH OF NEWHAM
ST MICHAEL'S R.C. PRIMARY SCHOOL
Arthur Road, London E6 4EF
Head Teacher: Miss R. Docka
Number on roll 211
INFANT AND JUNIOR TEACHERS Scale 1
Required January 1986. A practising Catholic is preferred.
London Allowance £1,038.
Application forms (s.a.e. please) available from Director of Education to whom completed foram should be returned by 15th October 1985. Education Offices, 379/383 High Street, Stratford E15 4RD.
(13741) 110022

NORTH YORKSHIRE
COUNTY COUNCIL
(YORK AREA EDUCATION OFFICE)
DUNNINGTON PRIMARY SCHOOL
Required for January, 1986, an energetic, caring Infant Teacher with the ability to organise a large demanding top infant class.
Further details available. Scale 1.

THORPE WILLOUGHBY PRIMARY SCHOOL
Required for January 1986, an enthusiastic Teacher of young children initially to take class of older infants and younger Juniors. Applicants should state specific curricula interests. Scale 1.
Application forms and further details (s.a.e. please) available from Dept. A, Area Education Office, 60 Piccadilly, York YO1 1PW to whom completed forms should be returned by 18th October, 1985. (01798) 110022

NORTHAMPTONSHIRE
NORTHAMPTONSHIRE MULTICULTURAL EDUCATION SERVICE

VICTORIA INFANT SCHOOL
Finedon Road, Wellingborough, Northants. NN8 2PS

A qualified and experienced INFANT TEACHER is required to work in an Infant School (4+ - 7+) teaching English as a second language. The school already has one Section 11 teacher; the role of the second teacher will be to work with the existing Section 11 teacher to support and develop first and second stage ESL learners and to co-operate with other colleagues on a team teaching basis in order to develop a multicultural perspective in all areas of the curriculum. As most of the pupils in the school are from Gujeriti or Pakistani backgrounds, a broad understanding of their linguistic and cultural heritage will be an advantage.

Scale 1 or 2 according to experience. The successful candidates must provide their own cars and possess a full current driving licence.

Application form and further details available from the County Education Officer (Ref: ST/DL), Northampton House, Northampton NN1 2HX on receipt of a stamped addressed envelope.

Closing date 2 weeks after the appearance of this advertisement.
(16498) 110022

RICHMOND UPON THAMES
LONDON BOROUGH OF RICHMOND UPON THAMES

(An equal opportunity employer)

HAMPTON WICK INFANTS SCHOOL
Normansfield Avenue, Teddington, Middlesex TW11 9RP

Tel: 01-977 3971

An experienced infant teacher is required for January 1986 for two terms to cover for maternity leave. Responsibility will be for a 3rd year infant class.

Visits to the school welcomed by arrangement with the Headteacher.

Forms (foolscap s.a.e.) from Director of Education, Regal House, London Road, Twickenham, Middlesex TW1 3QB, returnable to the Headteacher at the school by Wednesday 16th October 1985.
(01901) 110022

PRIMARY EDUCATION
continued

SOLIHULL
EDUCATION COMMITTEE
OUR LADY OF COMPASSION R.C. INFANT SCHOOL
KINGSHURST NEW HALL INFANT SCHOOL
Kingshurst Green Road, Solihull, West Midlands B37 6QG
Tel: 021-770 9308
Require as soon as possible a SCALE 1 TEACHER to teach within the Junior age range. An interest in Music would be an advantage.

ST AUGUSTINE'S R.C. (AIDED) JUNIOR AND INFANT SCHOOL
Herbert Road, Solihull, West Midlands B91 3QE
Tel: 021-705 4335
Required as soon as possible, a SCALE 1 TEACHER for top Infants/ Communion class.
For both posts send s.a.e. to Head Teacher of school concerned for details and application form.
Closing Date: 18th October 1985. (13748) 110022

SUFFOLK
COUNTY COUNCIL
FEN PARK PRIMARY SCHOOL
Lovewell Road, Lowerstoft, Suffolk NR33 0RQ
5 - 8: 91 pupils
Assistant Teacher Scale 1 required from 1st January, 1986. Applications are invited from teachers willing to play their part in the life of the school. Responsibility for the first instance will be for a reception based class but it is expected that the person appointed will be able to teach across as much of the first school age range as possible.
Application forms and further details available from the Headteacher at the school concerned (s.a.e.) to whom they should be returned by 14th October, 1985. (18634) 110022

SUFFOLK
COUNTY COUNCIL
DELL PRIMARY SCHOOL
Dell Road, Lowestoft NR33 9NU
5 - 9: 167 pupils
From January 1986 a permanent post. Scale 2. Special consideration will be given to applicants offering qualifications/training in the Early Years (5 - 7's) who can give evidence of a lively, energetic and innovative approach based upon sound, up-to-date principles. Successful candidate will be expected to assume a curriculum responsibility for the scientific aspects of cross-curricular studies.
Application forms and further details from the Headteacher at the school concerned (s.a.e. please) to whom they should be returned by 15th October 1985. (01531) 110022

SURREY
EDUCATION COMMITTEE
ST AGNUS R.C. FIRST AND MIDDLE SCHOOL (AIDED)
Green Street, Sunbury on Thames, Middlesex
Required for the start of the Spring Term 1986, general middle school teacher. The ability to offer music is essential. Scale 2 post available for suitable applicant.
Application Forms from:- North East Area Education Office, 7, Monument Hill, Weybridge, Surrey, KT13 8RZ. Tel: Weybridge 52811. 110022
(13861)

SUTTON
LONDON BOROUGH OF SUTTON
EDUCATION DEPARTMENT
ST CECILIAS R.C. PRIMARY SCHOOL
London Road, North Cheam, SM3 8DL
TEACHER SCALE 1
Enthusiastic teacher for middle infant class. Practising Catholic preferred.
Application form from the Director of Education, The Grove, Carshalton, Surrey SM5 3AL (s.a.e. please). 17th October 1985. (01456) 110022

WALTHAM FOREST
AN EQUAL OPPORTUNITY EMPLOYER
Teachers are required at HENRY MAYNARD INFANTS SCHOOL, SOUTH GROVE PRIMARY SCHOOL and THOMAS SAMUEL PRIMARY SCHOOL.
For further details see our advertisement under Nursery, Scale 1. (01880) 110022

WALTHAM FOREST
AN EQUAL OPPORTUNITY EMPLOYER
GREENLEAF PRIMARY SCHOOL
Greenleaf Road, London E17
Head: Mrs. M. Hollis
Required for January, A Primary teacher to co-ordinate Music throughout the multi-cultural School, ability to play the piano an advantage.
SCALE 2 post available for suitably qualified person.
Outer London and Social Priority Allowances payable.
Ref. 928/857. Closing date: 18th October 1985.

Coloured candidates are welcomed.
THOMAS SAMUEL PRIMARY SCHOOL
Colchester Road, London E17
Head: Mr. F. Miles
Required early January, Teacher for vertically grouped infants class. Success of candidate will work as part of a co-operative team. Visits to school by interested candidates welcomed.
SCALE 1 plus Outer London Allowance. Ref. 604/1580.
For above 2 posts, application forms (and further details) available on receipt of s.a.e. from and returnable to the Head Teacher concerned. (01613) 110022

WEST SUSSEX
BROADWATER C.E. (AIDED) SCHOOL
Rectory Gardens, Worthing
Required January 1986 Scale 2 teacher for older children, children, able to take boys' games. The Governors seek to appoint a Christian.
Details and application forms from Headmaster on receipt of s.a.e.

PERRING C.E. (CONTROLLED) PRIMARY SCHOOL
Sea Lane, Ferring
Scale 1 teacher required to teach all subjects at the 5/8 year level but ability to teach music to the 5/11 year age range would be an advantage.
Application forms and details from Headmaster on receipt of s.a.e.

BUCKINGHAM COUNTY MIDDLE SCHOOL
Buckingham Road, Shoreham-by-Sea
Required January 1986:
a) experienced teacher of children needing remedial/adjustment support Scale 2 post available;
b) a teacher who can offer some specialist science teaching - Scale 1 post.
Application forms and further details from Headmaster on receipt of s.a.e.
Closing date for these posts 23rd October. (01441) 110022

WILTSHIRE
Please see displayed advertisement on Page 44. (40681) 110022

Remedial and Special Needs Teaching Posts

Scale 2 Posts and above

NEWHAM
LONDON BOROUGH OF NEWHAM
COMPENSATORY SUPPORT TEAM
COMPENSATORY EDUCATION TEACHER Scale 2/3
Required January 1986. A teacher of compensatory education to assist in the academic and social development of ethnic minority pupils, at Monega Junior School.
London Allowance £1,038.
Application forms/further particulars (s.a.e. please) available from Director of Education to whom completed forms should be returned by 15th October 1985.
Education Offices, 379/383 High Street, Stratford, E15 4RD. (15881) 111020

SHROPSHIRE
EDUCATION COMMITTEE
EQUAL OPPORTUNITIES EMPLOYER
MALINSLEE COUNTY PRIMARY SCHOOL
Matlock Avenue, Dawley, Telford
Well qualified and experienced infant teacher to be part of a team committed to a relationship based, direct experience approach. The appointee will be required to take responsibility for the integrated moderate learning difficulties unit which is an established part of the school, but will need to see themselves also as a mainstream support teacher.
Job specification and visits by arrangements with the head Tel: Telford 506806. (06556) 111080

Middle School Education

By Subject Classification

Art and Design

Scale 2 Posts and above

HAMPSHIRE
BLACKFIELD MIDDLE SCHOOL
Hampton Lane, Blackfield, Southampton
N.G.R. 415 approx.
SCALE 2
Co-ordinator for Art/Craft/Display. Required January 1986. Closing date 18th October 1985.
Application and curriculum vitae, together with s.a.e. to Headteacher. (13858) 121220

Scale 1 Posts

DORSET
ST. MICHAEL'S C.E. (V.A.) MIDDLE SCHOOL
Colehill Lane, Colehill, Wimborne
(age range 9 - 13, NOR 330)
Required January 1986, a lively and enthusiastic teacher of Art who is prepared to enter fully into the life of this school. Scale 1.
Apply in writing to the Headmaster, stating other qualifications and interests, enclosing c.v. and names and addresses of two referees.
Closing date 16th October. (01637) 121282

English

Heads of Department

BEDFORDSHIRE
NORTHERN AREA
SANDYE PLACE MIDDLE SCHOOL
Park Road, Sandy SG19 1JD
Tel: Sandy 80488
Required for January 1986, A HEAD OF ENGLISH. Scale 3.
Application forms and further details from the Headmaster, s.a.e. please. Please apply immediately. (1645) 122218

Music

Scale 2 Posts and above

MERTON
LONDON BOROUGH OF MERTON
EDUCATION COMMITTEE
MERTON IS AN EQUAL OPPORTUNITIES EMPLOYER
MORDEN PARK MIDDLE SCHOOL
Sandy Lane, Mitcham, Surrey SW19
Tel: 01-648 1451
Head Teacher: Mrs. M.A. Rosewell
Age Range: 9 - 13 years.
No. on Roll: 440
Required as soon as possible, Scale 2 Teaching Post, mainly throughout the School.
CLOSING DATE: 18th October, 1985.
Application forms and further particulars of the post are available from the Head Teacher at the school. Please apply in writing enclosing a s.a.e. for application forms.
(01636) 122220

NORTHAMPTONSHIRE
ECTON BROOK MIDDLE SCHOOL
Ecton Brook Road, Ecton Brook, Northampton NN3 3DY
Required for January 1986, a specialist teacher of Music to be responsible for the co-ordination and development of the subject throughout this 4 FE 9 - 13 middle school. A scale 2 or 3 post would be available to a teacher with the appropriate experience and background.
Application forms (to be returned within 10 days) and further details available from the Acting Headmaster. SAE please. (01759) 123820

Scale 1 Posts

BEDFORDSHIRE
NORTHERN AREA
ST. GREGORY'S R.C. MIDDLE SCHOOL
Bridgeham Turn, Bedford MK40 4AT
Tel: Bedford 68649
Required for January 1986, a TEACHER OF MUSIC to take responsibility for the direction throughout the school. Scale one.
The Governors would particularly welcome applications from Practising Catholics.
Application forms and further details from the Headmaster, s.a.e. please.
Closing date: October 16th, 1985. (16498) 123822

Rural Science

Scale 2 Posts and above

KIRKLEES
METROPOLITAN COUNCIL
DIRECTORATE OF EDUCATIONAL SERVICES
LEPTON MIDDLE SCHOOL
Mowley Lane, Lepton, Huddersfield HD8 0JD
(Ref: 2109)
Required from January 1986 teacher, SCALE 2 for ENVIRONMENTAL STUDIES and a class of 3rd year pupils in this 10 - 13 (480 on roll) Middle School. An interest in C.D.T./ Boys P.E. and Games would be an advantage.
Application forms and further particulars (s.a.e. please) from the Head Teacher to whom completed forms must be returned within 14 days of this notice.
An Equal Opportunity Employer. (01809) 124630

Science

Scale 2 Posts and above

HEREFORD AND WORCESTER COUNTY COUNCIL
CHURCH HILL MIDDLE SCHOOL
Wood Piece Lane, Church Hill, Redditch
Required from January 1986 Scale 2 Science Adviser.
Suitably qualified and experienced teacher to lead and advise on Science throughout the 9 - 13 year range.
Temporary appointment for two terms considered.
(Previous applicants may re-apply).
Full details (s.a.e.) from Headmaster. (01861) 124630

Scale 1 Posts

BERKSHIRE
TEMPORARY TO COVER MATERNITY LEAVE
ROYAL FREE C.E. (AIDED) MIDDLE SCHOOL
Bachelors' Acre, Windsor SL4 1SR
N.G.R. 125
Required, as soon as possible, a teacher for 4th year class offering Science and Games. (Scale 1).
Application forms available from the Headteacher (Windsor 54452). Closing date: 14th October.
An Equal Opportunity Employer. (01117) 124622

Other than by Subject Classification

Scale 2 Posts and above

CUMBRIA
CUMBRIA COUNCIL
WETHERIGGS JUNIOR SCHOOL
Penrith
(County mixed 7 - 11 N.O.R. 214)
Required for January 1986 an Assistant Teacher (Scale 2) to co-ordinate language development in the school and to be responsible for the welfare of boys. Applications are invited from experienced teachers with a commitment to open learning.
Application forms (s.a.e.) and returnable to Assistant Director of Education (Schools), Cumbria County Council, 14 Portland Square, Carlisle CA1 1PU. Closing date for receipt of completed forms 18th October 1985.
(01111) 124620

SURREY
EDUCATION COMMITTEE
BANSTEAD COUNTY MIDDLE SCHOOL
The Horseshoe, Banstead
Scale Two Teacher required for January 1986, or as soon as possible thereafter. An enthusiastic and talented Art and Craft Teacher required, to be responsible for the development of art and craft throughout the school.
Application Form and further details from Headteacher, Harpenden 61788. 125620 (01431)

Scale 1 Posts

EALING
LONDON BOROUGH
Education Service
GREENFORD HIGHGROVE END AND BARANTYNE MIDDLE SCHOOLS
Northolt, Middlesex
Required, possibly a teacher experienced in 8 - 12 age range for full time contract wholly work divided between those two schools. Conditions of employment and arrangements for payment of salary as for other established teaching posts in the Authority's service. For further details Tel: 01-422 6173 ext 2645 (24 hrs). Scale 1 salary plus £1,038 p.a. London Weighting.
Application forms (SAE) from Chief Education Officer, Hadley House, 79-81 Uxbridge Road, Ealing W5 2SU to be returned by 18 October 1985. (01788) 125622

SURREY
EDUCATION COMMITTEE
ST. MARY'S C OF E MIDDLE SCHOOL
Silkham Road, Oxted
Readvertisement
Scale One Enthusiastic and adaptable teacher required for January 1986 to be responsible for lower school class. Ability to teach Music to three first year forms essential.
Application form and further details from Headteacher. SAE asap please.

ST. PAUL'S C OF E FIRST AND MIDDLE SCHOOL
Dorking
Scale One Middle School Teacher required for January 1986. Candidates are asked to state curriculum strengths.
Application form and further details from Headteacher, Dorking 883547. 125622 (01432)

WILTSHIRE
FISHERTON MANOR MIDDLE SCHOOL
Highbury Avenue, Salisbury SP2 7HT
9 - 13 years. Mixed. N.O.R. 240
Required for January 1986 a qualified teacher to join the Music and Humanities department. Consideration will be given to the appointment of a graduate. A scale 2 responsibility post could be available for a suitably experienced person with 'Geography' qualifications.
Application forms and further particulars from the Head Teacher on receipt of s.a.e. Return closing date 18th October, 1985. (13758) 125622

Secondary Education

Headships

CHESHIRE
SANDBACH SCHOOL
(Founded 1677)
HEAD
The Governors of Sandbach School invite applications for the post of HEAD which will be vacant in April, 1986, in succession to Mr B. Hooton, B.Sc., who is to become Principal of a London College.
Sandbach School is an independent Foundation but all boys are paid for by the L.E.A. There are 800 boys (11 - 18) of all abilities.
Job specification and application forms are available now from the Clerk to the Governors, Sandbach School, Crowe Road, Sandbach, Cheshire CW11 0HT (s.a.e. please).
Closing date for applications is 31st October, 1985. (18439) 130010

PATE'S GRAMMAR SCHOOL FOUNDATION
HEAD
PATE'S GRAMMAR SCHOOL CHELTENHAM
(Voluntary Aided)
Applications are invited for the Headship of this Group 12, 11-18 years selective co-educational school. Candidates should note that this school be an amalgamation of the present Cheltenham Grammar School (Boys) and Pate's Grammar School for Girls, taking place in September, 1986 on one site in Cheltenham.
The School will open with approximately 1,300 present pupils (approximately 400 Sixth Formers) and will reduce by 1991 to approximately 850 (250 Sixth Formers).
The Governors would wish to make an early appointment so that the new Head can take an active part in co-ordinating and leading the planning of the new School.

DEPUTY HEADS
Applications are also invited for the posts of Deputy Head (two) for the above School.
The Governors would wish the successful candidates to take up their posts on 1st September, 1986 on the formation of this new co-educational school.
FURTHER PARTICULARS and application forms may be obtained from: The Clerk to the Governors Pate's Grammar School Foundation 3 Oriel Terrace, Cheltenham, Glos. GL50 1XR.
Applicants may apply for both posts but should indicate this clearly on their application forms. CLOSING DATE for completed applications is 18th October, 1985 (7388)

Headteacher
Group 11
GREENSHAW HIGH SCHOOL
Grennell Road
Sutton, Surrey
This is a six-form entry, co-educational, comprehensive school with a large academic sixth form. There are approximately 1200 pupils on roll.
Application form and further particulars obtainable from the Director of Education, The Grove, Carshalton, Surrey, SM5 3AL (S.A.E. Please).
Closing date: 17th October 1985. (7338)
LONDON BOROUGH OF SUTTON

SECONDARY HEADSHIPS
continued

LEICESTERSHIRE
COUNTY COUNCIL
An Equal Opportunity Employer
THE BOSWORTH COLLEGE
Leicester Lane, Desford, Leicester LE9 9JR
(14 - 19 mixed comprehensive)
Roll 1300
VICE PRINCIPAL GROUP 13
Applications are invited from suitably qualified and experienced teachers for the post of Vice Principal with effect from January 1986 following the promotion of Mrs N. Gallyot to a headship.
The person appointed will be expected to contribute to all aspects of school life with specific management responsibilities being determined through consultation with the other members of the team.
Pls contact the Head Teacher for further details and application forms (SAE) Closing date 16 October, 1985. (01775) 130010

HERTFORDSHIRE
ST ALBANS GIRLS' SCOOL
Sandridgebury Lane, St Albans
HEAD TEACHER GROUP 11
Owing to the forthcoming retirement of the present Head, the Headship of this established, and popular all-ability 11 - 18 girls' school will fall vacant in April 1986.
The Governors are seeking to appoint a candidate with proven academic skills and experience of curriculum development to continue the school's successful academic tradition and to maintain and promote suitable courses for the less academic pupils. Current numbers on roll are 860 including a Sixth Form of 170.
Details and application forms available on receipt of s.a.e. from the Divisional Education Officer, County Council Offices, Civic Centre, St Albans AL1 3JZ. Closing date 25th October 1985. (01001) 130010

BRENT
LONDON BOROUGH OF BRENT
SLADEBROOK HIGH (MIXED) SCHOOL
Brentfield Road, NW10 8HE
Tel: 01-965 8581
(Roll 480, Group 8, Social Priority School)
Required from January 1986 - Applications are invited from qualified teacher with senior management experience, for the post of HEAD TEACHER of this multi-racial, mixed comprehensive school. Candidate will have a sound academic background and a wide range of teaching experience. A thorough grasp of curricular issues and some involvement in promoting new curriculum initiatives is essential, as is a proven record of successful involvement of parents and the community in the life of the school. We expect the successful candidate to have a clear understanding of and a commitment to the multi-racial and equal opportunities policies of the Council.
Application forms and further particulars (sae) are available from the Director of Education, PO Box 11, Chesterfield House, Park Lane, Wembley, Middlesex HA9 7RW returnable by 18 October.
London Allowance of £1,038 per annum is payable.
Brent is an Equal Opportunity Employer.
Brent is fundamentally committed to Multi-cultural Education.
Arrangements will be made for all interested candidates to visit the school(s) if they so wish. Please telephone for an appointment. Please note that separate arrangements will be made for all SHORTLISTED candidates to visit prior to interview. Travelling Expenses will be paid to shortlisted candidates only. (01794) 130010

Headship
Uplands County Middle School, Sudbury
Group 7. Ages 9-13. Number on Roll 545
(Re-advertisement)
The school is situated in the attractive market town of Sudbury, which lies in the Stour Valley approximately 15 miles north-west of Colchester.
The appointment will date from the beginning of the Summer Term 1986.
Previous applicants who wish to have their applications re-considered must please write to this effect.
Further details and application forms are available from the County Education Officer, St Andrew House, Grimwade Street, Ipswich, IP4 1LJ, (SAE please), and completed forms should be returned by 18th October 1985. (7373)
Suffolk County Council

Deputy Headships
Second Masters/ Mistresses

BEDFORDSHIRE
SOUTHERN AREA
LEA MANOR HIGH SCHOOL
Northwell Drive, Luton, Beds.
Tel: 595121
Required for 1.1.86, Deputy Head Group 11. An exciting and demanding position covering all aspects of educational management in an active and forward looking school.
Application forms and further particulars obtainable from and returnable to the Head at the School, sae please. (01156) 130012

BROMLEY
LONDON BOROUGH OF BROMLEY
CATOR PARK SCHOOL FOR GIRLS
Lennards Road, Beckenham, Kent BR3 1QR
Required for January 1986, First Deputy Head (Group 10). Applications are invited from suitably qualified and experienced teachers for the above post. Specific responsibilities will include curriculum development, timetabling and the preparation of statistical returns.
Further details and application forms (s.a.e. please) from Headmistress at the school. Completed forms should be returned to the Director of Education. The Town Hall, Widmore Road, Bromley, Kent BR1 1SB by 17th October 1985. (18129) 130012

BROMLEY
LONDON BOROUGH OF BROMLEY
HAYES SCHOOL
West Common Road, Hayes, Bromley, Kent BR2 7DT
Tel: 01-462 2767
(Six-form entry. Co-educational, 11 - 18 years)
Required for January 1986, a Second Master/Mistress. Group 12, plus £676 London Area Allowance payable. This well established school has a large Sixth Form and students and easily fills all ability levels of balanced intake. Previous sixth form will be considered.
Application forms and further particulars may be obtained from Dr. J. R. Fleming, Headmaster at the school. Completed forms should be returned to the Director of Education, The Town Hall, Widmore Road, Bromley, Kent BR1 1SB by 17th October 1985. (01891) 130012

DORSET
OAKMEAD MIXED SCHOOL
Duck Lane, Bournemouth (NOR 1500)
Required for Easter 1986, Second Deputy Headteacher (Second Master/Mistress) on the retirement of the present DEPUTY HEAD. Applications invited at Group 10 but carries an additional payment equivalent to Group 11 reviewable annually in 1988.
The successful applicant will join a senior management team comprising, the Headteacher, Second Deputy, Senior Teacher Academic and Senior Teacher Pastoral and will have direct responsibility for the day-to-day routine and daily routine in one of two main buildings.
For application form and further details, send an S.A.E. to the Headmaster. (01636) 130012

ESSEX
KING HAROLD SCHOOL
Broomfield Road, Waltham Abbey
Tel: Lea Valley 714800 & 714818
(Roll 1300)
SENIOR TEACHER (London Fringe Allowance)
Required for January, 1986, an enthusiastic teacher capable of leading senior staff in the development of a whole-school curriculum policy. The post is reached via teachers of Humanities subjects.
Curriculum vitae and names of two referees to Headteacher (Toolesea s.a.e. please).

MARK HALL COMPREHENSIVE SCHOOL
First Avenue, Harlow CM17 0LE
Tel: Harlow (0279) 39121
(Roll 1040)
SENIOR MASTER/MISTRESS (Senior Teacher Scale)
Required for January, an enthusiastic and committed teacher to join the school's senior management team. Closing date 8th October, 1985.
Please apply by letter enclosing c.v. and names of two referees (foolscap s.a.e. please). (01131) 130012

GUERNSEY
STATES EDUCATION COUNCIL
LES BEAUCAMPS SECONDARY SCHOOL
(GROUP 8)
Applications are invited from suitably qualified and experienced teachers for the post of Senior Mistress. Duties will commence on 1st January, 1986 or as soon thereafter as practicable.
Application forms and further details are available from the Director of Education, Education Department, La Couperderie, St Peter Port, Guernsey, to whom completed forms should be returned by Friday, 25th October, 1985. (01810) 130012

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
GRAVESHAM DIVISION
GRAVESHAM GRAMMAR SCHOOL FOR BOYS
Church Path, Gravesend, Kent DA12 2PR
Roll: 460
Required for January or Easter, 1986, Deputy Headteacher Group 10.
The school is 13 - 18 selective, operating Sixth Forms, 2 side system, with high academic standards. Within the responsibilities of the present Deputy (promoted to the Headship of another Kent Grammar School) are day to day administration of the school and a major pastoral role.
Further details of the post and school are available from the Headmaster (S.A.E. please). Closing date 17th October, 1985. It is hoped to interview candidates by the end of October. (01409) 130012

Forest Gate Community School
(Designate)
Forest Street, London E7 0HR
Head Teacher: Mrs. A. Rowland
Number on Roll: 810 (96 in Sixth Form)
DEPUTY HEAD TEACHER
Group 10 Community and continuing education
Required: January 1986
To play a major role in the development of this newly designated community school.

CO-ORDINATOR OF PASTORAL CARE
Scale of post: Senior Teacher
Required: January, 1986
To co-ordinate the work of the Heads of Year and to have major responsibility for on-site routine and discipline.
London Allowance: £1,038
Plus Social Priority Allowance
Application forms/further particulars (s.a.e. please) Available from The Director of Education (to whom completed forms should be returned by 11th October, 1985) Education Offices, 379/383 High Street, Stratford, London E15 4RD. (0035)
LONDON BOROUGH OF NEWHAM

HILLINGDON
LONDON BOROUGH OF HILLINGDON
EVELYNS SCHOOL
Applegrove Avenue, Yiewsley, West Drayton, Middlesex UB7 8DA
Number on roll: 706 (63 in sixth form)
Headteacher: K.E.R. Bryant, B.Sc.
Deputy Head (Curriculum) Gp. 10 required for January 1986.
Application forms and further details available from the Director of Education, Civic Centre, Uxbridge, Middlesex. Tel: Uxbridge 30431) to whom they should be returned as soon as possible and not later than 16th October 1985.
Outer London Allowance Payable. (01035) 130012

DORSET
BLANDFORD UPPER SCHOOL
HEADTEACHER
(GROUP 11)
Following the retirement of the present Headteacher, Mr C Stockford MA, applications are invited for the post of HEADTEACHER (Group 11) of BLANDFORD UPPER SCHOOL, BLANDFORD, vacant from 14 April 1986. This is a co-educational 11-18 school with 700 pupils, including 130 in the sixth form.
Further information and application forms are available from the Staffing Officer, Education Department, County Hall, Dorchester, Dorset, DT1 1XJ on receipt of a SAE. The closing date for the receipt of applications is 21 October 1985. (7380)
DORSET County Council

GILLINGHAM DIVISION
Appointment of
HEAD TEACHER
Upbury Manor (Mixed)
(Group 12, Roll 1100+)
Applications are invited for the post of Head Teacher of this well established purpose built Secondary School, from April 1986.
The post offers and excellent opportunity for a well qualified, energetic and enthusiastic teacher who is prepared to develop the pattern of curriculum development and maintain the high standard of care for the pastoral and educational needs of the children.
Examinations are taken at CSE and 'O' level together with RSA and Commerce.
Further details and application form are obtainable on receipt of a stamped addressed envelope from the Divisional Education Officer, Municipal Buildings, Gillingham, Kent ME7 5LA to whom they should be returned by 25th October 1985. (7384)
KENT COUNTY COUNCIL

Headship
Chantry High School, Ipswich
Group 12. Ages 11-18. Number on Roll 1598
Applications are invited from suitably qualified and experienced teachers for the post of Head of this 11-18 mixed comprehensive school.
The school occupies modern buildings in south-east Ipswich and receives children at 11+ from a mixed residential area of the town.
The sixth form centre has, at present, 255 students including pupils transferring from four 11-16 High Schools in the town and surrounding countryside.
The appointment will date from the beginning of the Summer Term 1986.
Further details and application forms are available from the County Education Officer, St Andrew House, Grimwade Street, Ipswich, IP4 1LJ, (SAE please), and completed forms should be returned by 25th October 1985. (7372)
Suffolk County Council

WEST GLAMORGAN County Council
EDUCATION DEPARTMENT
SECONDARY DEPUTY HEADSHIP
Applications are invited from suitably qualified and experienced persons for the following post, to commence in January, 1986 or as soon as possible thereafter.
CEFN HENGOED Comprehensive School, Caldicot Road, Winch Wen, Swansea, SA1 7HK.
(MIXED) (1800 on roll) (Age Range 11-18)
A Deputy Headteacher for this Group 18 school.
This responsible and rewarding senior management post will involve a range of academic, pastoral and administrative functions, with particular emphasis on curriculum development.
(Post ref: 1.41.85).
Application forms and further particulars are available from the Director of Education, Personnel Section, West Glamorgan County Council, County Hall, Swansea, SA1 8SN.
Closing date for the receipt of completed applications is THURSDAY, 17th October, 1985.
John Beale
Director of Education
(7389)

SECONDARY DEPUTY HEADSHIPS
continued

HILLINGDON
LONDON BOROUGH OF HILLINGDON

VYNERS SCHOOL
Warren Road, Ickenham, Uxbridge, Middlesex UB10 8AB

Number on roll: 918 (165 in sixth form)

Headteacher: D.C. Best, M.A., F.R.S.A., J.P.

A SECOND MASTER/MISTRESS is required in January 1986 for this five form entry Group XI, mixed comprehensive school, situated on the outskirts of Greater London. In the first instance the person appointed will serve as EITHER Head of Upper School (Years 4, 5 and Sixth) OR Head of Lower School (Years 1 - 3) and working with a team of Year Heads and Tutors be expected to give leadership in both pastoral and curricular matters. The post carries membership of the Senior Management team of the school and ability to contribute ideas, to follow through initiatives and to pay a full part in the further development of the school will be expected.

Application Forms and further information are available from the School on receipt of a stamped, addressed letter.

Outer London Allowance Payable. (01031) 130012

KINGSTON UPON THAMES
ROYAL BOROUGH OF KINGSTON UPON THAMES
TOLWORTH GIRLS' SCHOOL
Fullers Way North, Tolworth, Surrey KT6 7LQ
Tel: 01-397 3854
No. on roll: 1016
Required for January 1986 a well qualified teacher to join the senior management team of this 11 - 18 school, contribution to the school's planning policy. The successful applicant will have a major responsibility for curriculum review and development, particularly in the first three years. Although not essential, successful teaching experience in Science or Mathematics could be an advantage.
Scale: Senior Teacher. London Allowance £678.
Please telephone the Headmistress for an application form, which should be returned to her by Friday 18th October 1985. (01916) 130012

SOMERSET
SEXEY'S SCHOOL
Bruton

(13 - 18 mixed comprehensive, voluntary controlled, co-educational boarding and day school. Nor 400, 150 in sixth form)

For September 1986, DEPUTY HEAD for this Group 9 school, with special responsibility for the boys. An active and creative role in the boarding community is intrinsic to the post.

Application form and further details (SAE please) from the Head, Mr. J. Leilo, at the school.

Closing date Friday 1 November 1985. (01038) 130012

WARWICKSHIRE
THE TRINITY SCHOOL
Guy's Cliffe Avenue, Leamington Spa, Warwickshire
Tel: 37408
(R.C. Voluntary Aided Mixed Comprehensive)
1100 on roll, organised as two 4 f.e. parallel halls for 12 - 16 plus a mainly academic VI form hall of 200
Required for January: as Head of Freeman Hall. The sixth form hall good honours graduate of any discipline with strong pastoral as well as academic interests, practising, theologically literate preferred. Deputy Head group XI.
Further details from the Principal at the school.
Warwickshire is an Equal Opportunities Employer. (01936) 130012

WEST GLAMORGAN
COUNTY COUNCIL

BISHOP VAUGHAN CATHOLIC COMPREHENSIVE SCHOOL
Mynydd Garnlwyd Road, Morriston, Swansea SA6 7QG

Tel: 0792 71589/79006

(Mixed Comprehensive) (1,000 on Roll) (Age Range 11 - 18)

DEPUTY HEAD, GROUP 11

Applications are invited from appropriately qualified and experienced teachers, who are practising Catholics, for the post of Deputy Headteacher of this Group XI Comprehensive School.

The successful candidate should be able to play an active role in the Senior Management Team. He or she would assist in the effective development of whole-school policies and to School Life according to individual strengths. Areas of responsibility may be negotiated within the Team.

Forms of application and further details are available from the Headteacher at the School, to whom forms should be returned on or before October, 17th, 1985. (01870) 130012

WIRRAL
METROPOLITAN BOROUGH OF WIRRAL

ROCK FERRY HIGH SCHOOL
Ravenswood Avenue, Birkenhead, Wirral L42 4NY

11 - 18 Boys Comprehensive, 160 in the Sixth Form

Group 12

Required for the beginning of the Summer Term 1986.

A well qualified and experienced SECOND MISTRESS OR MASTER.

(Group 12 Deputy Head allowance and status).

This is a new post consequent upon the school being re-organised from a Boys Comprehensive to a Co-educational Comprehensive School.

Details both of the post with its specific responsibilities and of the School are available on receipt of a stamped addressed envelope.

Letters of application should be received by the Headteacher together with a full curriculum vitae and with the names of two referees no later than Monday 28th October, 1985. (01120) 130012

Remedial and Special Needs Teaching Posts

Heads of Department

HILLINGDON
LONDON BOROUGH OF HILLINGDON

JOHN PENROSE SCHOOL
Northwood Way, Harefield, Uxbridge, Middlesex UB9 6ET

Number on roll: 575 (14 in sixth form)

Headteacher: V.H. Andrews, A.E., M.A.

Required for January 1986 HEAD OF SPECIAL NEEDS DEPARTMENT (Scale 2) to be responsible for Special Needs within the school, including advice to other members of staff.

Application forms available from and returnable to the Headmaster at the school.

Closing Date: ASAP.

Outer London Allowance Payable. (01027) 131018

HUMBERSIDE
COUNTY COUNCIL
EDUCATION DEPARTMENT
Hull Division
GREATFIELD HIGH SCHOOL
Hemswell Avenue, Hull
Head: M.J. Fielding
Required for January, 1986 a teacher to be Second in the Individual Learning Centre (Scale 2), and to play a significant role in the future development of this department; fundamental work in Mathematics and English form the major part of the teaching commitment and a Mathematics bias would be an advantage.
The school has a good record in Special Needs and Pastoral Care.
Application forms and further details available from the Head (s.a.e. please) should be returned by 18th October, 1985. (13909) 131020

BRENT
LONDON BOROUGH OF BRENT
COPLAND HIGH (MIXED) SCHOOL
Cecil Avenue, Wembley HA9 7DX
Tel: 01-902 6362
(Roll: 900, Social Priority School)
Required from 1 October 1985 - 31 August 1986.
A TEACHER to deputise for a teacher on secondment, Second I/C Department of Special Needs (Scale 2). The successful candidate should be a well qualified and experienced teacher fully conversant with the requirements of the 1981 Act. Apart from assisting the Head of Department with the administration of the Department he/she should be able to advise support teachers on the resources and skills required in Special Needs teaching with particular, but not exclusive, reference to Mathematics.
London Allowance of £1,038 per annum is payable.
Brent is an Equal Opportunities Employer.
Brent is fundamentally committed to Multi-cultural Education.
Unless otherwise stated application forms (sae) obtainable from the Headteacher returnable within 14 days. Arrangements will be made for all interested candidates to visit the school/unit if they so wish. Please telephone for an appointment. Please note that separate arrangements will be made for all SHORT-LISTED candidates to visit prior to interview. Travelling Expenses will be paid to shortlisted candidates only. (01795) 131020

DEVON
Please see displayed advertisement on Page 69. (13767) 131020

WALTHAM FOREST
AN EQUAL OPPORTUNITY EMPLOYER
REMEDIAL TEACHING SERVICE
Adviser: Mr. R. Gerken.
Required for January TEACHER OF REMEDIAL SUBJECTS SCALE 2 OR 3 (plus Outer London Allowance).
The Authority has two vacancies for its team of Remedial specialist teachers. One is a full-time permanent post, the other is to cover Maternity Leave. Candidates should state whether they are interested in both posts.
Application form and further details available on receipt of s.a.e. from Chief Education Officer, Municipal Offices, High Road, Leyton, London E10 5QJ.
Closing date 19th October, 1985. Ref. W14/573. (01875) 131020

KIRKLEES
METROPOLITAN COUNCIL
DIRECTORATE OF EDUCATIONAL SERVICES
FARTOWN HIGH SCHOOL
Woodhouse Hall Road, Huddersfield HD2 1DJ
(Ref 1111)
Required for January 1986 HEAD OF SPECIAL NEEDS DEPARTMENT - SCALE 3. A well qualified and suitably experienced teacher of Remedial Education is required to lead a department responsible for the diagnostic assessment of pupils with special needs and the provision of courses to meet those needs. The department will also have an advisory role for the rest of the staff.
Application forms and further details (s.a.e. please) from the Head Teacher at the school to whom completed forms should be returned within 14 days of this advertisement.
An Equal Opportunity Employer. (13780) 131018

WIGAN
METROPOLITAN BOROUGH OF WIGAN
Required for Spring Term, 1986
ASPULL HIGH SCHOOL
Ratcliffe Road, Aspull, Wigan WN2 1YE
Tel: Wigan 831906
11 - 16 mixed comprehensive
HEAD OF SPECIAL NEEDS
Scale 3
Application forms and further particulars available from and returnable to the Headteacher at the school (s.a.e. please): Closing date: 18th October 1985. Ref. A40. (01842) 131018

Scale 2 Posts and above

HUMBERSIDE
COUNTY COUNCIL
EDUCATION COMMITTEE
GRIMSBY DIVISION
WESTERN COMPREHENSIVE SCHOOL
Cambridge Road, Grimsby DN34 5TE
Required for January 1986:
SCALE 2 TEACHER for Remedial classes in the lower school and English classes across the whole age and ability range, up to 'O' level.
The school is pleasantly situated on the outskirts of Grimsby.
Application forms and further information obtainable from the Head Teacher at the school (on receipt of s.a.e.), to whom completed forms should be returned by 14th October 1985.
All applicants are considered on the basis of their suitability for the job irrespective of disablement, race, creed, sex or marital status. Disabled candidates whose applications have the written support of their D.R.O. will be guaranteed an interview. (01732) 131020

Scale 1 Posts

BRENT
LONDON BOROUGH OF BRENT
PRESTON MANOR HIGH (MIXED) SCHOOL
Carlton Avenue East, Wembley HA9 8NA
Tel: 01-904 1669
(Roll: 1280, expanding to full 7 f.e; 11 - 18, approximately 250 in well-established Sixth Form. Excellent modern facilities in all subjects).
Required as soon as possible - Scale 1 Teacher of COMPENSATORY EDUCATION (for 1 year in first instance) to assist in work throughout the school. There will be some commitment to CSE English and Lower School Maths.
London Allowance of £1,038 per annum is payable. Brent is an Equal Opportunities Employer. Brent is fundamentally committed to Multi-cultural Education.
Unless otherwise stated application forms (sae) obtainable from the Headteacher returnable within 14 days. Arrangements will be made for all interested candidates to visit the school/unit if they so wish. Please telephone for an appointment. Please note that separate arrangements will be made for all shortlisted candidates to visit prior to interview. Travelling Expenses will be paid to shortlisted candidates only. (01797) 131022

DEVON
Please see displayed advertisement on Page 69. (13766) 131022

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
MAIDSTONE DIVISION
CORNWALLIS SCHOOL
Hubbards Lane, Linton, Maidstone ME17 4HX
A Group 11 mixed High School in the Thames-side Scheme.
Required January 1986 a suitably qualified and experienced Scale 2 teacher required to take responsibility for Remedial work in the School, to liaise with Feeder Schools about special needs and to monitor development of individual pupils. The present time-table involves mainly 1st and 2nd year work.
Applications with CV and names of two referees to the Headmaster at the school. (01410) 131022

SANDWELL
METROPOLITAN BOROUGH COUNCIL

HEATHFIELD HIGH SCHOOL

(11 - 16 Comprehensive)

Required for 14th October 1985.

REMEDIAL - Scale 1.

Temporary during maternity leave.

Letters of application stating full curriculum vitae and the names and addresses of two referees should be forwarded immediately to Head Teacher, Wrights Lane, Cradley Heath, Warley, West Midlands.

An equal opportunity employer. Canvassing of members of the authority will disqualify. (01748) 131022

By Subject Classification

Art and Design

Heads of Department

DORSET
COLFOX SCHOOL
Bridport, Dorset DT6 3DT
1000 girls and boys, 11 - 18)
Required January 1986 Head of Design (Scale 4). This is a new post to provide leadership for teachers in Arts, Crafts, Design and Domestic Science departments, to prepare for the start of TVEI courses expected in September 1986 and to promote design awareness in the school.
Application forms and further particulars from the Headmaster (SAE) please, to whom they should be returned as soon as possible. (01518) 131218

MERTON
LONDON BOROUGH OF MERTON
EDUCATION COMMITTEE
MERTON IS AN EQUAL OPPORTUNITIES EMPLOYER
ROWAN HIGH
Rowan Road, London SW16 5JF
Tel: 01-764 7179
Head Teacher: Mrs. D.G. Haugh
Age Range: 13 - 18 years Girls'
No. on roll: 509
Required for January, a well qualified and experienced Head of Art & Craft Department to take sole responsibility for a well-equipped and flourishing department, Scale 3.
CLOSING DATE: 18th October, 1985.
Application forms and further particulars of the post are available from the Head Teacher at the above address. Please enclose stamped addressed envelope. (01931) 131218

NEWCASTLE UPON TYNE
CITY OF NEWCASTLE UPON TYNE
EDUCATION COMMITTEE
BENFIELD SCHOOL
HEAD OF DESIGN FACULTY (SCALE 4 POST)
Required for January 1986, a suitably qualified and experienced teacher for the post of Head of Design Faculty. The Faculty comprises the art and craft, design and technology departments. It is essential that applicants support a creative design approach that link those qualities traditionally found in art craft, design and technology, and are versatile enough to work in both areas. A T.V.E.I. design strand, will be implemented in September 1986; support for this and knowledge of the requirements for the 16+ Design Realisation and the Art and Design papers would be an advantage.
Application forms and further details are obtainable from and returnable to The Head Teacher, Benfield School, Benfield Road, Newcastle upon Tyne NE6 4DN, by Friday 18th October 1985. (18640) 131218

ROTHERHAM
METROPOLITAN COUNCIL

Rotherham is an equal opportunities employer.

THRYBERGH COMPREHENSIVE SCHOOL

11 - 16 Mixed. Approx. 930 on roll

Required for January, 1986

HEAD OF ART - SCALE 3 + S.P.A.

Closing Date: 15th October, 1985

Curriculum Vitae and details of two persons for reference to the Head Teacher of the School, Arran Hill, Park Lane, Thrybergh, Rotherham S65 4BJ (Tel: Rotherham 850471). G. Crane, Director of Personnel Resources. (06572) 131218

Scale 2 Posts and above

HUMBERSIDE
COUNTY COUNCIL
EDUCATION DEPARTMENT
East Riding Division
BRIDLINGTON SCHOOL
Bessingby Road, Bridlington YO16 4QU
(Voluntary controlled comprehensive with boarding facilities, N.O.R. 1400)
HEAD OF ART - SCALE 3 -
Required for January, 1986, a well qualified and experienced teacher to assume responsibility for the Art Department. The department has excellent facilities in modern accommodation and the subject is taught to 16+ and 'A' levels. A contribution is also made to CPVE teaching.
Application forms and further details are available from the Head of the school (S.A.E. please) to whom completed forms should be returned by 14th October, 1985.
All applicants are considered on the basis of their suitability for the job irrespective of disablement, race, creed, sex or marital status. Disabled candidates whose applications have the written support of their D.R.O. will be guaranteed an interview. (01797) 131220

WARWICKSHIRE
EXHALL SCHOOL
Ash Green Lane, Coventry CV7 9AH

(12 - 16 mixed comprehensive of 950+)

Required for January 1986 for two terms, a full-time teacher of ART, Scale 1 to CSE and 'O' level standard. As a member of a Creative Design Department the appointee would be required to teach 10 periods of lower school craft to small groups.

Apply in writing to the Head enclosing curriculum vitae and names of two referees or Tel: Coventry 366772 for further details. (01764) 131220

Scale 1 Posts

AVON COUNTY
CHURCHILL SCHOOL
Churchill, Bristol BS19 5QN
(11 - 18 Mixed comprehensive N.O.R. 1450)
Required for January 1st 1986, teacher of Art with an interest in the three dimensional aspects of the subject.
Further details from (sae please), and letters of application to, the Headteacher by 14th October 1985 giving full c.v. and names of two referees.
Avon as an Equal Opportunities Employer considers applicants on their suitability for the post, regardless of sex, race, disability or sexual orientation. (01805) 131222

DERBYSHIRE
See Derbyshire Display advert post reference HW/6/1 Page 70. (01137) 131222

DONCASTER
HUNGERHILL SCHOOL
Hungerhill Lane, Edenthorpe, Doncaster DN3 2JY
Tel: Doncaster 885811
(12 - 16 Mixed Comprehensive)
Headmaster: T. Hughes, B.A.
Required for January 1986 a teacher of Art and Design, Scale 1.
A committed and enthusiastic Art teacher is required to work as part of a team teaching the 12 - 16 age range in a thriving purpose-built Design Faculty.
Application forms and further information are available from the Headmaster at the school (foolscap s.a.e. please), to whom forms should be returned as soon as possible. (01829) 131222

HERTFORDSHIRE
THE ASTLEY COOPER SCHOOL
St. Agnells's Lane, Hemel Hempstead, Herts. HP2 7HL
6 f.e. mixed 11 - 18 all-ability school
Required January 1986, teacher of Art. Experience and qualifications to teach 3 dimensional work, particularly ceramics would be a great advantage.
Letters of application giving usual details, areas of special interest and two names for reference should be sent to the Headmaster. (13841) 131222

LEICESTERSHIRE
COUNTY COUNCIL

An Equal Opportunity Employer.

LANCASTER BOYS SCHOOL
Off Knighton Lane East, Leicester LE2 6FU

(11 - 16 Secondary)

Roll 930

ART & DESIGN SCALE 1

Required January 1986 or before if possible, a suitably qualified Art design teacher prepared to supervise the organisation of the ceramics area, assist with the teaching of pottery up to and including 'O' level and willing to assist with the teaching of Modular Technology courses to the Junior part of the school.

Please contact the Headteacher for further details and application forms (SAE). (01872) 131222

LONDON W6
ST PAUL'S GIRL'S SCHOOL
Brook Green, London W6 7BS
Required from January 1986 a 3D specialist with a wide variety of skills who is prepared to take a full share of all activities in studios of a thriving Art Department.
The post is full time or ½ (negotiable).
Applications in writing (marked 'For the attention of the School Secretary') should be addressed to the High Mistress, giving full Curriculum Vitae and the names and addresses of two referees. (18573) 131222

SHROPSHIRE
EDUCATION COMMITTEE

Equal Opportunities Employer

CHURCH STRETTON SCHOOL
Shrewsbury Road, Church Stretton, Shropshire

Temporary Scale 1 teacher of Art for January 1986 for two terms.

Further details and application forms from the Head (SAE). (01403) 131222

STAFFORDSHIRE
BARLASTON C.E. (C) FIRST SCHOOL
Broughton Crescent, Barlaston, Stoke-on-Trent ST12 9DB
Required for January 1986, a lively and enthusiastic teacher (scale 1) to be responsible for developing ART and CRAFT, DESIGN and TECHNOLOGY throughout the school. Barlaston First School (5 - 9) serves a thriving village community on the outskirts of Stoke-on-Trent and provides excellent purpose-built facilities for the development of this developing area of the curriculum.
Application forms obtainable from and returnable to the Headteacher (s.a.e.).
Canvassing will disqualify.
Give names/addresses of two referees.
Closing date 10 days from publication.
Trade Union membership desirable.
STAFFORDSHIRE COUNTY COUNCIL. (16496) 131222

SURREY
EDUCATION COMMITTEE
MATTHEW ARNOLD SCHOOL
Kingston Road, Staines, Middx.
12 - 18, Mixed Comprehensive Scale 1 teacher of ART & DESIGN required January 1986 to teach the subject throughout the age range to CSE and 'O' level. Facilities exist for some printmaking techniques. Some knowledge of technical graphics would be an advantage.
Further details and application forms from the Headteacher Tel: Staines 57975. (13849) 131222

Careers

Heads of Department

BROMLEY
LONDON BOROUGH OF BROMLEY
RAVENSBOURNE SCHOOL FOR GIRLS
Nightingale Lane, Bromley, Kent BR1 2SQ
Required for January 1986, a Senior Teacher as Vocational Director with a special interest in Information Technology.
For further details please see our advertisement under Secondary Schools, Heads of Departments, Computer Studies. (01835) 131416

SUTTON
LONDON BOROUGH OF SUTTON
WALLINGTON HIGH SCHOOL FOR GIRLS
Woodcote Road, Wallington, Surrey
Tel: 647 2380
11 - 18 Girls' Selective School, 865 on roll
HEAD OF CAREERS - Scale 3
Required for the 1st January 1986 a suitably qualified Head of Careers. The post involves the organisation of the Careers Department, careers teaching and some teaching in a subject area.
The school will be part of the Sutton TVEI programme which should start in September 1986; the Careers teacher will be expected to take a leading part in developments within the school and must be someone with considerable initiative and commitment.
Applications by letter to the Headteacher including C.V. and names and addresses of two referees. Closing date: 18th October 1985. (01193) 131418

Scale 1 Posts

NEWHAM
LONDON BOROUGH OF NEWHAM
LANGDON SCHOOL
Sussex Road, London E6 2PS
Head Teacher A. Gabert
Number on roll: 1750
TEMPORARY TEACHER to cover post of Careers Co-ordinator Scale 1
Required as soon as possible. To cover post of the work of the Careers Co-ordinator from maternity leave November.
Must have interest in Careers Work and ability to carry out basic administration and supervision of a Careers Centre including a Library. Some help with the curriculum will be required as appropriate.
Apply direct to the Headmaster with a brief curriculum vitae and the names of 2 referees.
London Allowance £1,038.
Director of Education, Education Offices, 379/383 High Street, Stratford E15 4RD. (13739) 131420

ilea

Inner London Education Authority

Qualified teachers are invited to apply for the following posts. Application forms and further details are available from the Head of the school unless indicated otherwise. Visits to schools by appointment are welcomed.
Inner London Area Payment (£1038p.a.) is made in addition to the appropriate Burnham Salary scale.
JS denotes post suitable for job share (paired applications only) as well as full-time applications.
A Register for pairing potential job sharers is maintained in EO/TS4, Room 47a, County Hall, London SE1 7PB (Tel 01-633 2386)
NJS denotes post not open to job share applications.
Unless shown differently, the closing date for applications is 14 days from publication.
All secondary schools in the ILEA area are organised along comprehensive lines.
ILEA is an equal opportunities employer.

SECONDARY SCHOOLS

ART

ST MARYLEBONE CE (SG)
64 Marylebone High Street, W1
Tel: 01-935 4704
Roll: 550+
Head: John Stevenson
Required asap. Acting Head of Art Scale 2 who will continue the development of the subject both in the School and in the Euston Consortium and who will play a full part in the whole life of the School, an Anglican foundation of 1791. NJS.

DESIGN & TECHNOLOGY

Head of Department

PARLIAMENT HILL (SG)
Highgate Road, NW5 1RL
Tel: 01-485 7077
Roll: 1170 with 6th Form of 450
Head: Ms. M. Healy
Required from January 1986 Scale 3 Head of CDT Department. The school has a strong commitment to equal opportunities and to extending the offer of CDT. The successful candidate will work closely with the CDT Department in William Ellis School on the same campus. An important component of this job will be forging links with our Information Technology Department and with the microelectronics course planned for third years. JS.

WALWORTH (SM)
Shorncliffe Road, SE1 5UJ
Tel: 01-703 5431
Roll: 1200
Head: Brindley Morgan
Required from January 1986. Head of Craft, Design and Technology Scale 4. The department is a major one within the school and provides courses leading to C. D & T examinations at O level/CSE, and Graphical Communication at O and A level, together with an AEB Basic Graphicacy course for all pupils. Walworth provides the A level offer for OC within the Elephant Consortium. JS.

Part-time Post

MORPETH (SM)
Morpeth Street, E2 0PX
Tel: 01-981 0921
Roll: 1000
Head: D. L. George
Required asap. (0.5) Teacher for lower school Design & Technology. Applications from qualified instructors will be considered. NJS.

ENGLISH

Posts of Responsibility

HAVERSTOCK (SM)
Crogsland Road, Chalk Farm, NW1 8AS
Tel: 01-267 0975
Roll: 1100
Head: Mrs. Valerie Jenkins
Required from January 1986 – a graduate English teacher (Scale 2) as 2 i/c the department to be responsible for all 16–19 work including C.P.V.E., C.E.E., A and S levels as well as Media Studies. Will also teach humanities in the lower school and GCSE English.
Closing date 11 October, 1985. JS.

SIR JOHN CASS'S FOUNDATION AND RED COAT CE (SM)
Stepney Way, E1 0RH
Tel: 01-790 6712
Roll: 840
Head: Miss J. M. Hayes
Required from January 1986 temporary Scale 3 covering secondment in English Department, for a period of two terms. Candidates with a positive interest in drama would be welcome. NJS.

Part-time Post

ST MARK'S CE (SM)
Bishop's Avenue, Fulham SW6 6ED
Tel: 01-736 2211
Roll: 850
Head: L. W. C. Truman
Required asap a part-time teacher of English to teach (0.4) of a time-table — Monday to Thursday mornings. Applicants should be prepared to teach mixed ability classes (Years 1-3). Please telephone school asap. NJS.

ENGLISH AS A SECOND LANGUAGE

LANGDON PARK (SM)
Byron Street, E14 0RY
Tel: 01-987 4811
Roll: 800
Acting Head: Ms. M.J. Palfreman
Required asap an enthusiastic teacher of ESL (0.3 — preferably all day Monday and Wednesday morning). Experience of working with beginners and a commitment to mainstream class support is desirable. NJS.

HOME ECONOMICS

Head of Department

HACKNEY FREE & PAROCHIAL CE (SM)
Paragon Road, Hackney E9 6NR
Tel: 01-985 2430
Roll: 750
Head: B. Aspey
Required from January 1986 Head of Home Economics Scale 3. The department offers Home Economics, and Textiles in the Lower School and there are well established exam courses in the 4th and 5th years including Child Development. The successful candidate will be involved in all aspects of the department's work and should be able to make a significant contribution to curriculum development. NJS.

Post of Responsibility

BISHOP CHALLONER RC (SG)
Lukin St, Commercial Road, E1 0AB
Tel: 01-790 3634
Roll: 760
Head: Sr. Mary Berchmans
Required from January 1986 Second in a flourishing and expanding Home Economics Department, Scale 2 to teach mainly in the Upper School. The ability to teach Child Development an asset. Letter of application to the Headteacher. Catholic preferred. NJS.

MATHEMATICS

Post of Responsibility

LANGDON PARK (SM)
Byron Street, E14 0RY
Tel: 01-987 4811
Roll: 800 approx.
Acting Head: Ms. M. J. Palfreman
Required from January 1986 Deputy Head of Mathematics, Scale 3. An enthusiastic teacher is required to assist in the running of a well established SMILE department. Years 1 to 5 are taught in mixed ability groups and a commitment to mixed ability teaching is essential. SMP 'A' level is taught in a consortium at the local Sixth Form Centre. JS.

Scale 1 Posts

HABERDASHERS' ASKE'S BOYS (SB)
Pepys Road, SE14 5SF
Tel: 01-639 0470
Roll: 550
Head: G. J. Walker
Required from January 1986. A qualified teacher of Mathematics Scale 1. To teach the full range of age and ability groups throughout the School. The successful candidate is likely to be somebody with an outstanding record, and who will be willing to take on full pastoral responsibility as well as extra curricular involvement. JS.

JFS (SM)
175 Camden Road, NW1 9HD
Tel: 01-485 9416
Roll: 1385
Head: Mrs Jo Wagerman
Required from January 1986 a Mathematics teacher Scale 1 to teach subject throughout the school. NJS.

MODERN LANGUAGES

BISHOP CHALLONER RC (SG)
Lukin St, Commercial Rd, E1 0AB
Tel: 01-790 3634
Roll: 766
Head: Sr. Mary Berchmans
Required from January 1986. Graduate teacher of French for Years 1-3. Successful candidate must have experience in and commitment to Eclair. Scale 2 available for suitable candidate. Letter of application to the Headteacher. Catholic preferred. NJS.

MUSIC

ERNEST BEVIN (SB)
Beechcroft Road, Tooting SW17 7DF
Tel: 01-672 8582
Roll: 1400
Head: N. Bokhari
Required from January 1986 or asap. Deputy Head of Music, Scale 2. A well qualified and experienced teacher to join a successful department with excellent specialist facilities. JS.

KIDBROOKE (SM)
Corelli Road, SE3 8EP
Tel: 01-856 2211
Roll: 1500
Head: G. R. de Spinoza
Required from 2 December 1985 to cover maternity leave, enthusiastic teacher of music to teach years 1-3 in mixed ability groupings and 4 and 5 year CSE Mode III. Scale 2 available for suitable candidate.

PHYSICAL EDUCATION

PIMLICO (SM)
Lupus Street, SW1V 3AT
Tel: 01-828 0881
Roll: 1300
Head: Miss A. Gittins
Required from 25 November, 1985 or asap for two terms. Scale 2 teacher to work with the Head of Department in taking responsibility for Girls' PE. JS.

SCIENCE

JOHN ROAN (SM)
Maze Hill, Blackheath SE3 7UD
Tel: 01-858 8981
Roll: 953
Head: Ann Tonkin
Required asap, Head of Science Scale 4 to be responsible for the teaching and development of all Science disciplines. Years 1/2 follow an Integrated Science course while from the 3rd year the separate disciplines are developed. At 4/5th year, Science subjects, including Science at Work, are well subscribed within the present option scheme. The school works within a consortium of 4 schools at 5th Form level. JS.

ERNEST BEVIN (SB)
Beechcroft Road, Tooting SW17 7DF
Tel: 01-672 8582
Roll: 1400
Head: N. Bokhari
Required from January 1986 or asap. Teacher in charge Physics, Scale 3. An experienced and well qualified teacher. The school has twelve well equipped laboratories and a team of excellent technicians. The successful candidate will be expected to teach throughout the school and across the ability range. JS.

OTHER

Head of Department

ACLAND BURGHLEY (SM)
Burghley Road, NW5 1UJ
Tel: 01-485 8515
Roll: 830
Head: Dennis Johnson
Required from September 1985 Head of Integrated Studies Scale 3. This integrated English and Humanities (Geography, History, Social Education, Religious Education) course is taught in the first year for 7 out of 25 lessons. The postholder is expected to lead the multi-disciplinary team and continue the assessment and development of the course. Closing date for applications 11th October. JS.

Scale 1 Posts

NORTHBROOK CE (SM)
Taunton Road, Lee SE12 8PD
Tel: 01-852 3191
Roll: 446
Head: G. Sexton
Required asap. Music with Art teacher Scale 1 in both subjects there will be opportunities for the teacher appointed to build on very creative work already being done with children of all ages and abilities. Pastoral responsibility will also be expected. Successful applicant should support the school's ethos. NJS.

WILLIAM ELLIS (SB)
Highgate Road, NW5 1RN
Tel: 01-267 9346
Roll: 800
Head: R. K. James
Required asap. Scale 1 full-time teacher for one year in the area of Maths-Science-CDT to supply support time and release to staff involved in the school's implementation of Phase 1 "Improving Secondary Schools" work. Applications with full c.v. and names and addresses of two referees to the Head. NJS.

PRIMARY SCHOOLS

HEADSHIPS
Applications are invited from suitably qualified and experienced teachers for the following headships:—

BENTHAL (I)
Benthal Road, (Evering Road), N16 7AU
Vacant 28 October 1985. Roll 140 plus 46 p/t nursery. Burnham group 3 plus £201/276 social priority allowance.

CHISENHALE (JM&I)
Chisenhale Road, (Old Ford Road), E3 5QY
Vacant 1 January 1986. Roll 201 plus 30 f/t nursery. Burnham group 4.

DURAND (JM)
Hackford Road, (Entrance Durand Gardens), SW9 0RD
Vacant now. Roll 130. Burnham group 3 plus £201/276 social priority allowance.

FLEET (JM&I)
Fleet Road, Camden NW3 2NY
Vacant now. Roll 200 plus 25 p/t nursery. Burnham group 4.

GLOUCESTER (JM)
Daniel Gardens, (Summer Road), SE15 6ER
Vacant 1 January 1986. Roll 215. Burnham group 4.

HARBINGER (JM&I)
Cahir Street (West Ferry Road, Milwall), E14 8QP
Vacant 1 January 1986, Roll 125 plus 25 f/t nursery. Burnham group 3 plus £201/276 social priority allowance.

JOHN MILTON (JM&I)
Sleaford Street, (Battersea Park Road), SW8
Vacant 1 January 1986. Roll 143 plus 50 f/t nursery. Burnham group 4 plus £201/276 social priority allowance plus £171 special allowance for a mother and child community project (subject to bi-annual review).

LENA GARDENS (JM&I)
Lena Gardens, (Shepherd's Bush Road) W6 7PZ
Vacant now. Roll 155 plus 25 f/t nursery. Burnham group 4 plus £201/276 social priority allowance.

MOSTYN GARDENS (JM&I)
Cowley Road, (Vassall Road), SW9 6HF
Vacant now, Roll 165 plus 12 f/t and 30 p/t nursery. Burnham group 4 plus £201/276 social priority allowance.

RAVENSTONE (JM)
Ravenstone Street, (Balham High Road), SW12
Vacant now. Roll 136. Burnham group 3.

SELLINCOURT (JM)
Sellincourt Road, (Tooting High Street), SW17
Vacant 28 October 1985. Roll 170. Burnham group 4 plus £183 allowance for the partially hearing unit.

TOWER BRIDGE (JM&I)
Fair Street, (Tower Bridge Road, Bermondsey) SE1 2AE
Vacant 14 April 1986. Roll 150 plus 15 f/t and 20 p/t nursery. Burnham group 4.

Please send foolscap sae for application form and further details to Education Officer, EO/TS 10, Room 262a, County Hall, SE1 7PB. Closing date for the return of completed forms 18 October.

Deputy Headship

OUR LADY OF THE ASSUMPTION RC (I)
Bonner Road, E2
Tel: 01-980 3964
Roll: 140
Head: Miss M. B. O'Reagan
Required asap. Deputy Head Group 3. Applicants should be practising Catholics, who hold the Catholic Teachers' Certificate and able to show leadership in the area of the curriculum. An extension for a Nursery class should be completed by the summer term. Application form from: Sr. M. John, Clerk to the Governors, 44 Stafford Cripps House, Globe Road, Bethnal Green, E2 0LN. NJS.

Posts of Responsibility

HOLY TRINITY CE (JM&I(NC))
Beechwood Road, Dalston E8 3DY
Tel: 01-254 1010
Roll: 200 + F.T. Nursery Class
Head: Mrs E. F. Crome
Required asap suitably qualified experienced and imaginative Scale 2 Teacher, to take responsibility for Music/Creative Arts throughout the School. Applications from those with sympathy for Church School Traditions welcomed. NJS.

RHYL (JM&I)
Rhyl Street, NW5
Tel: 01-485 4899
Roll: 400
Head: Mrs Vinnette S. Melbourne
Required asap. Scale 2 Science and Environmental Studies. An experienced and committed infant and or junior class teacher who approaches the curriculum in an integrated way from the child's direct experiences. It is important that the successful candidate responds to a multi-cultural perspective of the curriculum, has the initiative to share his/her experience with colleagues and be responsible for developing and co-ordinating work with the school garden (SPA) JS.

RIVERSIDE (JM&I)
Janeway Street, SE16 4PS
Tel: 01-223 3227
Roll: 126+ 10 F/T and 20 P/T Nursery
Head: Jane Hills
Required from January 1986 Scale 2 language (new post). Imaginative teacher with scope to develop own interests. JS.

ST FRANCESCA CABRINI RC (JM&I)
Forest Hill Road
Honor Oak, SE23 3LE
Tel: 01-699 8862
Roll: 350
Head: P. N. Clifford
Required from January 1986 or asap. Scale 2 Language and Literacy teacher to assume responsibility for the provision and co-ordination of a stimulating range of reading matter within both the library and the classrooms throughout the school. Applicants should be prepared to make a significant contribution towards the development of an overall language policy and to co-operate with colleagues in an integrated approach to children's learning. Applicants should be practising Catholics. NJS.

ST JOSEPH'S RC (JM&I(NC))
148A Borough High Street, SE1 1LB
Tel: 01-407 2642
Roll: 173+Nursery
Head: Michael Shepherd
Required from January 1986 A Junior teacher Scale 2 to take responsibility for developing the curriculum in maths and computing. A committed Christian would be preferred to contribute towards the friendly and caring ethos of the school. NJS.

ST LUKE'S CE (JM&I)
Saunders Ness Road, Cubitt Town, E14 9EH
Tel: 01-987 1753
Roll: 161
Head: Miss M. A. Warner
Required asap. Experienced and committed teacher needed to develop the Library and teach throughout the school. Scale 2 available to suitable candidate. NJS.

Scale 1 Posts

ST ALBAN'S RC (JM&I)
Loncroft Road, Camberwell SE5 0JF
Tel: 01-703 5870
Roll: 130
Head: Kate McGuinness
Required asap. For one year — temporary terminal post. An enthusiastic and imaginative Scale 1 teacher to work closely with Junior class teachers towards developing children's collaborative learning skills in group situations. An interest in science, environmental studies or visual arts would be an advantage. NJS.

ST DOMINICS (I)
Ballance Road, Homerton E9
Tel: 01-985 0995
Roll: Group 4
Head: Sister Maria
Required asap, an enthusiastic experienced Catholic Teacher for Infants to help with the development of the curriculum. Please ring the Headteacher asap or apply for an application form NJS.

Part-time Post

ARCHBISHOP SUMNERS CE (JM&I)
Reedworth Street, Kennington SE11 4PH
Tel: 01-735 2781
Roll: 195
Head: A. E. Mollan
Required asap. Experienced teacher (0.5) group and class work throughout the School. Mornings preferred. NJS.

NURSERY EDUCATION

HEADSHIPS
Applications are invited from teachers with training and experience in nursery education for the following headships:—

ST ANNE'S NURSERY
32 St Anne's Villas (Royal Crescent, Holland Park) W11 4RS
Vacant now. Roll 36 f/t and 70 p/t. Burnham group 2.

WENTWORTH NURSERY
Cathnor Road W12 9JN
Vacant now. Roll 30 f/t and 60 p/t. Burnham group 2.

Please send foolscap sae for application form and further details to Education Officer, EO/TS10, Room 262a, County Hall, SE1 7PB. Closing date for the return of completed forms 18 October.

Posts of Responsibility

RACHEL McMILLAN (N)
McMillan Street, Deptford SE8 3EH
Tel: 01-692 4041
Roll: 165 F/T 10 P/T
Head: Miss B. I. Grubb
Required from January 1986 Scale 2 post for experienced nursery teacher interested in and supportive of all aspects of parental involvement in the school. Parents Room on premises. JS.

SPECIAL EDUCATION

HEADSHIP

OAK LODGE SCHOOL FOR THE HEARING IMPAIRED
101 Nightingale Lane, SW12
Applications are invited from suitably qualified and experienced teachers, who hold a recognised qualification for teachers of the deaf, for this secondary mixed school. Vacant 1 January 1986. Roll 73. Burnham group 5(S).
The Burnham groups of special schools are reviewed annually with effect from 1 September.
Please send foolscap sae for application form and further details to Education Officer, EO/TS10, Room 262a, County Hall, London SE1 7PB. Closing date for the return of completed forms 8 November.

BOARDING SCHOOL

PARKWOOD (MLD)
Beechenlea Lane, Swanley, Kent
Tel: 01-0322 64441
Roll: 56 (mixed)
Head: R. Lane
Required from January 1986, class teacher, Scale 1 +SSA, able to offer music, movement or drama to a developing broadly based curriculum which recognises the importance of the creative arts in motivating and supporting the core curriculum. An allowance for additional duties (currently £2577 p.a. for a maximum of 15 hours per week during term time) is also available. JS

DAY SCHOOLS

Post of responsibility

NINE ACRES (SLD)
Robert Street, Plumstead SE18
Tel: 01-317 7659
Roll: 84
Required asap Scale 2(S) teacher to be responsible for the development of the Language Curriculum

Scale 1 Post

OAK LODGE (SM) (HEARING IMPAIRED)
101 Nightingale Lane, SW12
Tel: 01-673 3453
Roll: 73
Head: S. R. Merrifield
Required from January 1986. Two experienced and qualified teachers (Scale 1 +SSA) to fill temporary vacancies for general subjects.

Part-time Post

MEETING HOUSE (MLD)
Pendragon Road, Downham Bromley BR1 5LD
Tel: 01-698 9738
Roll: 78 (All age)
Head: Mrs G. Austin
Required asap. Teacher Scale 1+SSA (0.4) for Home Economics. Cover for teacher on 1 year secondment. To teach small groups aged from 11-16 years in well equipped Home Economics Department.

OTHER

PERIPATETIC TEACHERS FOR LANGUAGE IMPAIRED PUPILS
3×Scale 3 (no SSA) teachers are required asap to start a service for language impaired pupils on whom the Authority is maintaining statements under the 1981 Act and who are attending ordinary primary and secondary schools.
Candidates should have a relevant qualification and/or experience of teaching children with significantly impaired language development and sound experience in the upper primary and/or secondary age range. Holders of these posts will work directly to the specialist Special Education Inspector.
Application forms from and returnable to EO/TS5, Room 71, County Hall, SE1 7PB. Please enclose sae. JS.

PERIPATETIC TEACHERS OF VISUALLY IMPAIRED PUPILS
Required asap. Peripatetic teachers Scale 3 — no SSA, of the visually impaired to be part of a team of five working to the Special Education Inspector responsible for visual impairment.
Application forms from and returnable to EO/TS5, Room 71, County Hall, SE1 7PB. Please enclose sae. JS.

SUPPLY TEACHERS SCALE 1+SSA
Required asap suitably qualified teachers who have successfully completed probation to work on a permanent supply basis in Special Schools/Units throughout the ILEA Area. Candidates should have had some experience in Special Education.
Forms from and returnable to EO/TS5, Room 71, County Hall, SE1 7PB. Please send S.A.E.

OTHER APPOINTMENTS

DIVISIONAL OFFICE 10 (WANDSWORTH)
78 Garratt Lane, SW18 4TD
Tel: 01-874 7262 Ext 260
Required asap. Permanent Supply Teachers (Scale 1 and Scale 2). The Wandsworth Division has a limited number of permanent supply teaching vacancies for work in primary, secondary and special schools. Applicants must be suitably qualified and experienced and have successfully completed probation. Application form and further details from the Teaching Staff officer.
Applications would also be welcomed from teachers wishing to do temporary supply work on a full or part time basis. In some cases it may be possible to offer both permanent and temporary supply teachers extended placements in one school.

Classics

Scale 2 Posts and above

GO ON A COURSE ABROAD
Bell Education Courses, Cambridge. (0954) 45) 131520

Scale 1 Posts

HERTFORDSHIRE
WATFORD GRAMMAR SCHOOL FOR GIRLS
Lady's Close, Watford.
Required immediately Graduate to teach Latin and Classical Studies throughout the school to O & A level. Please state subsidiary subjects. Scale 1 + London Fringe allowance £664.
Apply by letter to Headmistress giving curriculum vitae, names, addresses & telephone numbers of two referees. (13843) 131622

SANDWELL
METROPOLITAN BOROUGH COUNCIL
WARLEY HIGH SCHOOL
HISTORY/COMMERCE/ GAMES
See advertisement under Secondary education, Scale 1. (01744) 131822

WEST SUSSEX
HAZELWICK SCHOOL
Three Bridges, Crawley, Sussex
COMMERCIAL SUBJECTS. SCALE 1
Required for January. Teacher of TYPEWRITING and/or OFFICE PRACTICE in this well established 12 - 18 co-educational comprehensive school. Fourth and fifth year courses lead to C.S.E. and R.S.A. examination possibility of sixth form work.
Part-time considered.
Form and details from Headmaster on receipt of foolscap s.a.e. Closing date 14 days after appearance of advert. (13862) 131922

Commercial Subjects

Scale 2 Posts and above

LEICESTERSHIRE
COUNTY COUNCIL
An Equal Opportunity Employer
WYCLIFFE COMMUNITY COLLEGE
Hamelin Road, Leicester LE5 1JN
(11 - 16 Secondary)
Roll 583
BUSINESS STUDIES Scale 2
Required January. An enthusiastic teacher is sought who is capable of taking responsibility for the organisation and teaching of typewriting and word processing and modern office practice. The successful applicant would also be required to work in a team concerned with the development of business awareness throughout the school.
Wycliffe is participating in the M.S.C. funded pilot scheme of Technical, Vocational and Education Initiative (TVEI) and consequently there is scope for new developments in the area of Office Skills.
The person appointed will be expected to use his or her own expertise and to contribute to curriculum provision in the light of modern trends towards computers and technology.
Please contact the Headteacher for further details and application forms (SAE). (01619) 131830

Scale 1 Posts

DONCASTER
ADWICK SCHOOL
Windmill Balk Lane,
Woodlands, Doncaster DN6 7RF
Tel: Doncaster 729357
Required for 1st January 1986. Assistant Teacher Scale 1 to teach commercial subjects (shorthand and typing) in the Sixth Form. Ability to teach in the Vocational Education courses would enable us to offer another subject in the main school, part-time teaching would be considered.
Adwick School is a mixed comprehensive school of 1,800 plus pupils with approximately 350 pupils in a well established Sixth Form.
Letter of application together with the names and addresses of two referees should be sent to the HEAD MASTER as soon as possible. (01611) 131892

ENFIELD
LONDON BOROUGH OF ENFIELD
EDMONTON SCHOOL
Silbury Way, London N18 1BX
Roll 850
(11 - 16 Mixed Comprehensive)
Required immediately a temporary teacher of BUSINESS STUDIES (Scale 1) to teach Typing and Office Practice. The ability to offer Commerce would be an advantage. The post will be temporary/appointment until the end of the autumn term in the first instance.
Part-time would be considered.
London Allowance: £678.
Apply by letter, with C.V. giving names, addresses and telephone numbers of two referees to the Head Teacher at the above address as soon as possible. Closing date 18th October 1985.
An equal opportunity employer. (01882) 131892

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
EASTCHURCH EDUCATION CENTRE
THE STOUR VALLEY SCHOOL
Applications are requested for a Qualified Teacher to teach Typewriting, please state second subject, for January 1986.
Applications to the Headmaster at the school in Shakespeare Street, Charlham, Canterbury, naming two referees by Oct. 18th. (01843) 131892 (0747) 1

Computer Studies

Heads of Department

BEDFORDSHIRE
SOUTHERN AREA
NORTHFIELDS UPPER SCHOOL
Houghton Road, Dunstable, Beds.
Tel: 608011
NOR 913 - 8 (M) 850
Head of Department - Computer Studies Scale 3 + TVEI enhancement. Required for 1.1.86, a well qualified teacher of Computer Studies to 'O' level and some Mathematics to all ages and abilities.
Application forms and further particulars obtainable from and returnable to the Head at the School, see please.
Closing date 18th October 1985. (01157) 132018

BROMLEY
LONDON BOROUGH OF BROMLEY
RAVENSBOURNE SCHOOL FOR GIRLS
Hightrees Lane, Bromley, Kent BR1 5BQ
Required for January 1986, a Senior Teacher as Vocational Director with a special interest in Information Technology. Senior Teacher Scale. An enthusiastic and experienced teacher is needed to take the initiative and to develop links with local industry and commerce.
Application forms may be obtained from the Headmistress at the school, to whom completed forms should be returned by 18th October, 1985. (01634) 132018

DYFED
COUNTY COUNCIL
REQUIRED FOR 1ST JANUARY 1986
LLANGLYDWEN HIGH SCHOOL
LLANGLYDWEN COMPREHENSIVE SCHOOL
Defen, Llanelli
Group 13/14
Head of COMPUTER STUDIES DEPARTMENT (Scale 3 - Scale 4 available for suitably experienced candidates)
Applications are invited from Graduates who have experience in the teaching of Computer Studies. The successful candidate will be responsible for teaching the subject to 'O' and 'A' levels and for the introduction of Information Technology throughout the school.
An interest in Mathematics would be a distinct advantage.
Application forms and further details are available on receipt of a stamped addressed envelope from the Headteacher, to whom they should be returned as soon as possible.
W. J. PHILLIPS, Director of Education and Education Department, Pibwrlwyn, Carmarthen, Dyfed SA31 3NE. (01) 0501 in the 24 hours. 132018

SHROPSHIRE
EDUCATION COMMITTEE
EQUAL OPPORTUNITIES EMPLOYER
ORELTON PARK SCHOOL
Oreton Lane, Willington, Telford.
Required for January 1986, Head of Computer Education Scale 3. An enthusiastic teacher wanted to be responsible for curriculum development in information technology and computer education including a well established base. The ability to offer teaching subjects within Mathematics/science/technology areas of the curriculum is required. (01952) 132018

Application forms and further particulars from the Head (SAE). Closing Date 18th October 1985. (16837) 132018

HILLINGDON
LONDON BOROUGH OF HILLINGDON
BARNHILL SCHOOL
Barnhill Lane, Hayes, Middlesex UB4 9HD
Number on roll: 565 (22 in sixth form)
Headteacher: J.M. Jefford, B.Sc.
HEAD OF COMPUTER EDUCATION - SCALE 3 for suitably experienced and qualified candidate
Required for January 1986.
Applications are invited from experienced and enthusiastic teachers to take charge of Computer Appreciation courses and to develop Computer Skills across the curriculum. The successful applicant will be expected to organise INSET for the staff, expand the use of CAL and the computerisation of the School Administration.
Further details and form (S.A.E.) obtainable from and to be returned to the Headmaster as soon as possible.
Outer London Allowance Payable. (01093) 132018

SURREY
EDUCATION COMMITTEE
ABBOTSFORD SCHOOL
Stanwell Road, Ashford, Middx.
Scale 4 Mixed Comprehensive
NOR 1130.
Required January, 1986, Scale 3 TEACHER IN CHARGE OF COMPUTER STUDIES.
Full details and application forms from the Headteacher. Tel: Ashford 43824. (01434) 132018

SURREY
EDUCATION COMMITTEE
ST. ANDREW'S C.E. (AIDED) SECONDARY SCHOOL
(13 - 18 mixed comprehensive NOR 1590 inc. 100 in sixth form)
SCALE 3 HEAD OF INFORMATION TECHNOLOGY required for January 1986. An enthusiastic teacher is required to take charge of a rapidly expanding department. The successful candidate would be in charge of our BBC and 480Z networks and would be expected to continue to develop both our computer and remote examination courses. An interest in developing cross-curricular links throughout the school will be an advantage.
Application forms and further details from Headteacher, Ashtead 77881. (014357) 132018

Scale 2 Posts and above

BARKING AND DAGENHAM
LONDON BOROUGH OF BARKING AND DAGENHAM
ROBERT CLACK SCHOOL
COMPREHENSIVE SCHOOL
Gosfield Road, Dagenham, Essex
(Roll 1300)
Required for January 1986:
A teacher of Computer Studies to work in a well equipped department with a long record of success in this area. The ability to teach Computer Science and/or 'A' level statistics would be an advantage but not essential. Scale 1 or 2, £1,038 per annum Inner London Allowance payable.
Reimbursement of removal expenses in approved cases.
Apply in writing immediately to the Headteacher giving full c.v. and the names and addresses of two referees one of whom should be your present or immediate past employer.
An equal opportunity employer. (01604) 132020

BUCKINGHAMSHIRE
MILTON KEYNES AREA
TWO TYER CURRICULUM LEADERS
See display ad under LEA Administration. (01048) 132020

ENGLISH, Mathematics, Computer Studies, Craft, Design and Technology, Modern Languages, Science, History, Geography, Switch to Computing? see Page 101. (01887) 136020

SOUTH TYNESIDE
EDUCATION DEPARTMENT
ST. JOSEPH'S R.C. COMPREHENSIVE SCHOOL
(11 - 16 years) Mixed
TEACHER IN CHARGE OF COMPUTER STUDIES (Scale 3)
Required for January 1986 a suitably qualified and experienced teacher to organise and teach Computer Studies and C.S.E., O and A Levels, and to develop the cross-curricular use of computers across the curriculum. The school is equipped with an extensive range of BBC microcomputers and peripherals, including a ten station network.
Application forms and further particulars are obtainable from the Head Teacher, Mr. J. Moran BSc., The St. Joseph's R.C. Comprehensive School, Mill Lane, Hebburn NE31 2BT to whom completed applications should be returned not later than 10 days from the appearance of this advertisement.
An Equal Opportunity Employer. (01520) 132020

Scale 1 Posts

BERKSHIRE
BULMERSHE SCHOOL
Chequers Way, Woodley, Reading RG5 3EL
N.O.R.: 1566
Required January a Teacher of Computer Studies and Mathematics (Scale 1).
Letter of application with c.v., names of two referees and s.a.e. to the Headmaster at the school. Closing date 11 October.
An Equal Opportunity Employer. (06593) 132022

DORSET
ST. EDWARDS CATHOLIC SCHOOL
Dale Valley Road, Poole BH15 2AA
(450 (mixed), 12 - 16 age range)
Required January 1986. Computer Studies/Mathematics Teacher to teach Computer Awareness Course throughout the school and to share in teaching Mathematics to O' and A' levels. (Scale 1). An interest in taking some responsibility for further development of Computer Science Course is required. Good computing facilities are available in this small, but successful school.
Application forms and further details available from the Headmaster on receipt of s.a.e. (06540) 132022

Craft, Design & Technology

Heads of Department

BERKSHIRE
MAIDEN ERLEIGH SCHOOL
Off Silverdale Road, Earley, Reading RG6 5BS
N.O.R.: 1500
Required as soon as possible, Head of Craft, Design and Technology (Scale 3) to lead a flourishing department. Graphics and design and technology, and taught 'O' level and there is a well established Technology course to both 'O' and 'A' level.
Apply by letter to the Headteacher including C.V. and names, addresses, and telephone numbers of two referees.
Closing date: 18th October, 1985.
An Equal Opportunity Employer. (06595) 132118

CAMBRIDGESHIRE
(Equal Opportunity Employer)
PARKSIDE COMMUNITY COLLEGE
Cambridge
Required from January 1986 in this 11 - 16 Comprehensive School in the centre of Cambridge) CO-ORDINATOR OF DESIGN AND TECHNOLOGY, Scale 3. Candidates should be enthusiastic teachers of some experience, committed to the modern approach of Design Technology, and capable of teaching CDT to at least GCSE level.
Please apply direct to the Principal at the College, Parkside, Cambridge CB1 1EH enclosing a C.V. and the names and addresses of 2 referees. SAE for details.
Closing date 11 October. (01857) 132118

DORSET
COLEHOX SCHOOL
Required Head of Design, Technology, Mobile.
Tel: 01-572 4481
Comprehensive (1200 M Mixed) 11 - 18
Headteacher: J.W. Merriman, B.Sc., A.R.C.S.
There is a vacancy at this school from 1st January 1986 for a teacher to be Head of CDT at Scale III - the present holder of the post has been promoted to Deputy Headteacher.
Hounslow Manor School is an unparalleled into four large facilities, and CDT falls within the ambit of CREATIVE ARTS. The person appointed would be required to lead a department of 4 staff, supported by a full time technician, and would be directly responsible to the Head of Creative Arts. We wish to appoint a teacher who will be able to progress the department, building on the excellent foundations already laid, and moving even further along the multi-media line and now emerging. The department has an excellent academic record at all levels and its examination results are high. The subject specialism for this post is less important than the ability to motivate pupils in the vocational specialism towards CDT.
Application letter (no forms) to the Headteacher at the above address should include details of full and names of confidential referees, as well as a telephone number at which applicants may be contacted during the weekend of 12/13 October. Further information will be sent in response to telephone calls received after this advertisement appears.
Lone parents welcome to apply.
We Are An Equal Opportunity Employer. (18149) 132118

SHROPSHIRE
EDUCATION COMMITTEE
Equal Opportunities Employer
ABRAHAM DARBY SCHOOL
Madeley, Telford, Shropshire
HEADS OF DEPARTMENT
Required (for January 1986. Head of C.D.T. (Scale 3) for this expanding 11 - 16 mixed comprehensive school (1200). Subject taught to 'O' 16+ level. Involve Ability in new technologies essential.
Application forms from the Headteacher (SAE). Closing date 14th October 1985. (01404) 132118

Scale 2 Posts and above

BARNET
LONDON BOROUGH
ST. JAMES' CATHOLIC HIGH SCHOOL
Orange Hill Road, Edgware, Middx. HA8 6RS
Tel: 01-959 3410
Head of Communications, Roll (857) Sixth Form 141
Required January 1986, suitably qualified and experienced teacher to be second in well-equipped and successful department to join team of three, with established courses in Design and Graphical Communications and at present developing Information Technology Courses. Expected to make strong contribution to development of one aspect of Design and Technology and preferably to accept responsibility for development of Curriculum within a Comprehensive Catholic Roman Catholic preferred. Scale 2/3. Previous applicants will be considered.
Removal expenses and separation allowances available.
Apply in writing to Head Teacher with full c.v. and names of two referees. Director of Educational Services. (01912) 132150

HILLINGDON
LONDON BOROUGH OF HILLINGDON
JOHN PENROSE SCHOOL
Northwood Way, Harefield, Uxbridge, Middlesex UB9 6ET
Number on roll: 575 (14 in sixth form)
Headteacher: V.H. Andrews, A.E., M.A.
Teacher of Craft Design and Technology
An enthusiastic, experienced teacher is required from January 1986 to take full charge of CDT subjects in this expanding comprehensive school. He/she will be second in charge of the CDT Department.
John Penrose School has excellent workshop facilities and, under a newly appointed Head of CDT Department, is about to embark on several exciting new curriculum initiatives. Opportunities exist for a successful candidate to make a significant contribution to this change. The post requires a suite an active young teacher who likes demonstrated ability, her willingness and ability to adapt to the rapidly changing demands of new CDT courses.
The Authority has a well established system of support service and provides opportunities for in-service training and technical and vocational curriculum development.
Further particulars and application forms are obtainable from the Head Teacher of the School to whom they should be returned as soon as possible. Removal Allowances payable (currently £478 p.a.).
Outer London Allowance Payable (currently £341/£683 p.a.). (01857) 132118

LONDON BOROUGH OF CROYDON

Peripatetic Teachers of Information Technology and Computer Studies

Experienced, well qualified and enthusiastic teachers required to teach Computer Studies to examination level, and/or Information Technology.
Croydon is committed to a policy of providing all pupils with a comprehensive and coherent experience of Information Technology. Schools are well equipped with Computers for teaching, administration and careers work.
Peripatetic teachers replace teachers on extended absence, or release teachers for in-service training. Advisory work is possible in some cases.
There are permanent full-time appointments at Scale 3 or 4 depending on experience and ability.
Salary: Scale 3 or 4 depending on experience and ability.
Tenable: 1st January 1986.
Application forms and further details obtainable from and returnable to the Director of Education, Education Department (TAS), Taberner House, Park Lane, Croydon, Surrey, CR9 1TP. Tel: 01-686 4433 Extn 2674.
This post is exempt from the LMGSC procedures but applications from employees of the GLC or MCC's with relevant experience will be welcome.

Secondary Craft Design & Technology

continued

SUTTON
LONDON BOROUGH OF SUTTON
CARSHALTON HIGH SCHOOL FOR GIRLS
West Street, Carshalton, Surrey SM5 2PX
Tel: 01-647 8294
TEACHER OF CRAFT, DESIGN & TECHNOLOGY - SCALE 2
A full-time teacher is required for January 1986 to join the Creative Arts Department which is in a flourishing one achieving good academic results. The person appointed would be expected to take charge of CDT, to develop courses in that area and to take some Art lessons. There is an new workshop for CDT which is very well equipped. This is an additional appointment.
Application by letter to the Headteacher, including curriculum vitae and names and addresses of two referees. (01176) 132120

SUTTON
LONDON BOROUGH OF SUTTON
GREENSHAW HIGH SCHOOL
Cedarhurst Drive, Sutton, Surrey SM1 3BY
Tel: 01-642 2080
(Purpose-built, 11 - 16 mixed comprehensive, 1,300 on roll, approx. 150 in the sixth form)
CRAFT, DESIGN AND TECHNOLOGY - scale 2
An enthusiastic teacher of CDT is required for January 1986. The subject is taught throughout the school, as a design/problem solving approach from first to sixth form. School CDT Technology modules are used with success to date will be expected to teach and develop this element of this work.
A link course with the Science Department exists to include Electronic/Computer Control courses.
The successful candidate will be a team of our experienced teachers and technicians in excellent facilities/workshops, including design and computer/technology rooms.
Application by letter to the Headteacher including C.V. and the names and addresses of two referees. (01191) 132120

WAKEFIELD
CITY OF WAKEFIELD METROPOLITAN DISTRICT COUNCIL
PERMANENT DISTRICT SUPPLY TEAM
Required as soon as possible a TEACHER OF CRAFT, DESIGN & TECHNOLOGY (Scale 3) to join the Permanent District Supply Team consisting of all levels in the secondary age range. Ability to teach through problem solving and design approach is essential. Application forms available from Chief Education Officer, 8 Wentworth Terrace, Wakefield, to be returned within 14 days of this advertisement. (01536) 132120

WARWICKSHIRE
ALCESTER GRAMMAR SCHOOL
Guy's Cliffe Avenue, Leamington Spa, Warwickshire CV32 6RD
Tel: 37408
An 11 - 18 Voluntary Aided Mixed Comprehensive)
Required for January 1986 a teacher able to teach METALWORK throughout the School. Experience in technology desirable, also ability to be familiar with a problem solving approach to teaching and in the use of a variety of materials.
A part-time appointment would be considered.
Scale 1 or 2; (part-time Scale 1 pro rata) London Allowance £678.
Application forms available from Acting Head at the School to whom completed forms should be returned by Wednesday 16 October 1985. (13855) 132128

LEICESTERSHIRE
COUNTY COUNCIL
An Equal Opportunity Employer
CASTERTON COMMUNITY COLLEGE
Great Casterton, Stamford, Lincs. PE9 4AZ
Roll 708
CRAFT DESIGN & TECHNOLOGY Scale 1
Required January in this expanding rural Community College to take a significant input to an integrated design course, mainly for the lower school, contributing across the 4th and 5th year and to contribute to wide ranging foundation courses in the first three years. A sympathy with integrated Design and ability to offer Technical Graphics desirable.
Please contact the Headteacher for further details and application forms (SAE). (01618)

NOTTINGHAMSHIRE
COUNTY COUNCIL
KIMBERLEY COMPREHENSIVE SCHOOL
Newdigate Street, Kimberley, Nottingham NG16 2NS
Mixed 1,500 (11 - 18)
CRAFT DESIGN & TECHNOLOGY (Scale 1)
Teacher required. An expertise in electronics would be an advantage.
Application forms and further particulars are available (s.a.e.) from the Head teacher, to whom completed forms should be returned within 14 days of the appearance of this advertisement. (13754) 132128

SOLTON
METROPOLITAN BOROUGH OF SOLTON
CHESHAM HIGH SCHOOL
Chesham Road, Bolton BL7 0PU
(11 - 18)
CRAFT DESIGN TECHNOLOGY Scale 1
Temporary 2 years
Teacher required from 2nd January 1986 to 31.8.88.
Application forms obtainable from Director of Education and Leisure, Civic Centre, Bolton BL1 1RU to be returned to Head Teacher within 14 days of this advertisement. (01755) 132128

DORSET
WINTON SECONDARY BILATERAL BOYS' SCHOOL
Coronation Avenue, Bournemouth
(11 - 16) 990 on roll)
Required January 1986 (or earlier if possible) until July 1986, teacher of Technical Drawing to 'O' Level and C.S.E. Scale 1.
Apply immediately by letter to the Headmaster enclosing c.v. and the names and addresses of two referees. S.a.e. please, for acknowledgement. (01640) 132122

ESSEX
ST. MARK'S R.C. COMPREHENSIVE SCHOOL
Upton Road, Harlow CM18 6AA
Tel: Harlow 21967
(Roll 860)
C.D.T., Scale 1
Required as soon as possible or January.
Apply to Headteacher with c.v. (foolscap s.a.e. please). (01504) 132122

HERTFORDSHIRE
BUSHEY MEADS SCHOOL
Coldharbour Lane, Bushey, Watford
Tel: 01-950 5000
Roll 670 (11 - 18 mixed all ability)
Required January, an enthusiastic C.D.T. teacher (Scale 1 + London Fringe Allowance £2641) who specialise in metalwork but an ability to contribute to Technology and Graphic Communication would be an advantage. Recent extensions have provided first rate facilities and enabled new courses to be introduced. RML computer network available to all departments. The school is over subscribed in every age group and set is pleasantly situated on the edge of green belt.
Apply by letter to Headmaster with curriculum vitae and details of two referees. Assistance with removal expenses payable in appropriate cases. (13842) 132128

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
RAINHAM SCHOOL FOR GIRLS
Group 12 : Roll 1350 + 130 in 6th Form
Required for January a well qualified teacher with a general Art background and a design experience in Wood and an interest in becoming involved in a new CDT programme. The subject is taught to 'A' level. This is a Scale 2 appointment. There are excellent facilities in purpose built buildings.
Apply in the first instance by letter and giving full c.v. to Mrs. D.E. Snape, Headmistress, Rainham School for Girls, Derwent Way, Rainham, Kent. Closing date for application 17th October. (01483) 132122

SUFFOLK
COUNTY COUNCIL
DRESDEN MIDDLE SCHOOL
Greschurch Street, Debenham IP14 6RL
(11 - 16: 257 pupils
Required January 1986 a teacher conversant with all aspects of Design education and able to work as a member of a team. Teaching commitment in the C.D.T. area of C.D.T. within a thriving department including Graphics, Technology and Woodwork areas. The ability to offer lower school Geography or Science would also be an asset. Applicants who can offer part-time will be considered.
Application forms and further details available from the Headteacher at the school concerned (s.a.e. please) to whom forms should be returned not later than 18th October 1985, together with a CV. (01552) 132122

SUNDERLAND
BOROUGH OF SUNDERLAND
EDUCATION DEPARTMENT
WASHINGTON SCHOOL
Spout Lane, Washington NE37 2AA
(Group 11)
Required for January, 1986:-
TEACHER OF CRAFT, DESIGN & TECHNOLOGY (Scale 1). An ability to offer a range of technical subjects is essential, and a strength in Design and Realisation, or Modular Technology will be an advantage.
Application forms obtainable from the headteacher at the school (s.a.e. please) to be returned to the Headteacher as soon as possible.
Closing date 18th October, 1985. (01508) 132122

WEST SUSSEX
HASTINGBOURNE SCHOOL
Limbertwine Lane, East Hampnett, Chichester, Sussex PO19 4LR
Mixed 11 - 18, 1550 on roll, 230 in sixth form.
C.D.T. - SCALE 1
Required for January, Teacher of CDT. Timetable could be negotiated, but opportunity exists for A level Design and D level Technology.
Apply to Headteacher (T.C. 23566). (16458) 132122

WIGAN
METROPOLITAN BOROUGH OF WIGAN
Required as soon as possible TYLDESLEY GRAMMAR SCHOOL
LONGWORTH HIGH SCHOOL
Tyldesley Road, Tyldesley, Manchester M29 8JN
Mixed 11 - 18 (1,300 on roll)
11 - 16 mixed comprehensive for Scale 1
TEMPORARY TWO TERM APPOINTMENT
Application forms and further particulars available from the Headmaster at the school (s.a.e. please) should be returned as soon as possible. Ref: A40. (01351) 132122

WILTSHIRE
EDUCATION COMMITTEE
THE RIDGEWAY SCHOOL
Inverary Road, Wroughton, Swindon, Wiltshire SN4 9DR
Required for January 1986 at this well-established purpose built mixed 11 - 18 comprehensive school with 1340 on roll.
A teacher of Craft, Design and Technology, Scale 1. Ability to offer skills as important a candidate is sought with an understanding of and enthusiasm for, the process of problem solving by design.
Assistance with removal and lodging allowance in approved cases.
Apply immediately by letter to the headmaster enclosing full c.v. and the names and addresses of two referees. (01768) 132128

Economics & Business Studies

Heads of Department

BARNSLEY
METROPOLITAN BOROUGH COUNCIL
WORSBROUGH HIGH SCHOOL
Roebuck Street, Wombwell, Barnsley S73 0JU
(11 - 16 Mixed) 1,000
Comprehensive - NOR 1250)
Required for January 1986, HEAD OF ECONOMICS DEPARTMENT AND POLITICS - SCALE 3.
A well qualified and experienced teacher is required to teach to 'A' level and also some British Industrial Society through the age range.
Applications by letter giving full curriculum vitae together with the names and addresses of 2 referees to the Headteacher at the School within 14 days of the appearance of these advertisements. (13786) 132218

NORTH YORKSHIRE
COUNTY COUNCIL
JOSEPH ROWNTREE SCHOOL
Haxby Road, New Earswick, York YO3 8BZ
Required for January 1986, at this 11 - 18 mixed comprehensive situated in pleasant village open York, a Scale 2 HEAD OF ECONOMICS Department to teach the subject to CSE, 'O' and 'A' level, also Industrial Studies and some General Studies.
Send s.a.e. for application form and further details to the Headmaster, Mr O. Mills, at the school, to whom completed forms should be returned within two weeks of the appearance of this advertisement. (13764) 132128

Scale 2 Posts and above

BUCKINGHAMSHIRE
MILTON KEYNES AREA
TWO TYER CURRICULUM LEADERS
See display ad under LEA Administration. (13873) 132220

BUCKINGHAMSHIRE
MILTON KEYNES AREA
TWO TYER CURRICULUM LEADERS
See display ad under LEA Administration. (01049) 132220

HAVERING
LONDON BOROUGH OF HAVERING
CHASE CROSS SCHOOL
Havering Road North, Romford RM1 4YT
(Romford 47353
(Roll 900 Mixed)
Headteacher: D.A. Steward, B.Sc.
Required for January 1986 Deputy Head of Business Studies Scale 2. An experienced and numerate Business Studies Graduate is sought to assume an important role in the Department. A wide range of academic and practicle courses including BEC/ wide and A Level Economics 'O' Level RSA and 'A'/'O' C.S.E. Business Studies are offered. The present postholder is responsible for computers and all software. Applicants with an interest in CAL and accounts will be favourably considered.
Letters of application enclosing full curriculum vitae and the names of two referees should be sent to the Headteacher by 14th October, 1985. (01154) 132220

SHROPSHIRE
EDUCATION COMMITTEE
AN EQUAL OPPORTUNITY EMPLOYER
SECONDARY
ABRAHAM DARBY SCHOOL
Madeley, Telford, Shropshire TF7 5NX
Required for 1st January 1986, an Economics teacher. Subject taught to 'O' and 'A' level with Commerce to 16+.
Scale 2/3 depending on qualifications and experience.
Applications by letter to the Headmaster together with Curriculum vitae, names of two referees and R.S.A. as soon as possible.
Closing date Monday, 14th October, 1985. (19830) 132220

SOUTH GLAMORGAN
COUNTY COUNCIL
CATHAYS HIGH SCHOOL
Cardiff
(11 - 16 Comprehensive) 5 Form Entry
ECONOMICS AND COMMERCE Scale 2
Required for January 1986, Economics graduate in charge of the Business Study Courses, teaching Economics to 'A' level and Commerce to C.S.E., 'O' and other subject will be required to assist the school. Please state preference.
Application forms may be obtained from the Director of Education, Education Offices, Kingsway, Cardiff CF1 4UG, to whom applications should be returned within 10 days of the appearance of this advertisement.
Applications are welcomed from people regardless of their sex, marital status, religion, colour or disability. (01108) 132220

Scale 1 Posts

BEXLEY
LONDON BOROUGH
ERITH SCHOOL
Avenue Road, Erith, Kent DA8 3BN
Tel: Dartford 34823
Roll 1650 Sixth Form 200.
Established 1968 - Bilateral, Co-educational
Required for January 1986 teacher of Business Studies Scale 1. Ability to teach typing would be important but applicants with qualifications or experience related to the teaching of other office skills, Commerce and politics (A level) also in addition to these would be given preference. Courses to GCE (O/A), RSA and LCCI, CES, City and Guilds (Pounds) and LCCI and others to 'O' level examinations.
Application forms and further details from Head Teacher. Please enclose SAE. (18641) 132222

BUCKINGHAMSHIRE
MILTON KEYNES
Buckinghamshire Employer
RADCLIFFE SCHOOL
Aylesbury Street West, Wolverton, Milton Keynes MK12 5DT
(Mixed comprehensive - approximately 1700 on roll)
TEACHING OF BUSINESS STUDIES - Scale 1
Required from January 1986, a well qualified teacher of Business Studies, with particular emphasis on typing skills. This is a TVEI, co-educational post situated on the Bletchley side of the school.
The successful applicant would join a large, well resourced, successful and expanding department offering GCE 'O' and 'A' level, RSA Economics, Commerce, Accounts, Typewriting, Office Skills, Word Processing and Secretarial courses.
Assistance with removal expenses and rented housing may be available in approved cases and there is a wide range of housing in the area.
Application forms are available from the Headmaster, Mr. G. Mills, at the school, to whom completed forms should be returned, together with a C.V., or a foolscap stamped addressed envelope. (13870) 132222

LANCASHIRE
County Council
An Equal Opportunities Employer.

The following are required for the 1st January, 1986 unless otherwise stated, and the closing date is 17th October, 1985.
SECONDARY SCHOOLS
Forms/further details from/to the Headtecher at the school. SAE please.

Re-advertisement
BLACKBURN ST. WILFRID'S C.E. HIGH (AIDED)
Shakespeare Street, Blackburn. (1600 on Roll, Mixed 11-18)
SCALE 4 HEAD OF MATHEMATICS

BLACKBURN ST. WILFRID'S C.E. HIGH (AIDED)
Shakespeare Street, Blackburn. (1500 on Roll, Mixed 11-18)
SCALE 3 – HEAD OF RELIGIOUS EDUCATION

WHITWORTH HIGH
Hallfold, Whitworth, Rochdale. (470 on Roll)
SCALE 3 – HEAD OF MATHEMATICS

Re-advertisement
MORECAME & HEYSHAM MORECAMBE HIGH
Dallam Avenue, Morecambe. (1403 on Roll, Mixed 11-18, 167 in Sixth form)
SCALE 2 – PHYSICS

LALNCASTER OUR LADY'S R.C. HIGH (AIDED)
Morecambe Road, Lancaster. (968 on Roll, Mixed 11-18)
SCALE 2 – GEOGRAPHY, SECOND IN DEPARTMENT

Re-advertisement
BROUGHTON COUNTY HIGH
Woodplumpton Lane, Broughton. (883 on Roll)
SCALE 2 – HEAD OF COMPUTER EDUCATION, (GRADUATE PREFERRED). A MAJOR MATHEMATICS TEACHING COMMITMENT WILL BE REQUIRED

BLACKBURN BILLINGE HIGH
Preston New Road, Blackburn. (1151 on Roll, Mixed 11-16)
SCALE 2 – HEAD OF HOME ECONOMICS

BLACKBURN MINORITY ETHNIC GROUP SUPPORT SERVICE
103 Preston New Road, Blackburn.
SCALE 2 – PERIPATETIC E.S.L. TEACHER TO WORK MAINLY IN SECONDARY SCHOOLS

BURNLEY ST. HILDA'S R.C. HIGH (SPECIAL AGREEMENT)
Coal Clough Lane, Burnley. (688 on Roll. 11-16)
SCALE 2 – HEAD OF MUSIC

LANCASTER OUR LADY'S R.C. HIGH (AIDED)
Morecambe Road. (968 on Roll, Mixed 11-18)
1st January, 1986 or as soon as possible.
SCALE 1 – FRENCH. GERMAN AN ADVANTAGE

BLACKPOOL COLLEGIATE HIGH
Blackpool Old Road, Blackpool. (1178 on Roll, 11-16)
SCALE 1 – GIRLS' P.E. & GAMES AND TEACH THROUGHOUT THE SCHOOL

LEYLAND BALSHAW'S HIGH (CONTROLLED)
Church Road, Leyland. (915 on Roll, Mixed)
1st January, 1986 or as soon as possible
SCALE 1 – PHYSICS (SUBSIDIARY COMPUTER STUDIES)

LEYLAND ST. MARY'S R.C. HIGH (AIDED)
Royal Avenue, Leyland. (895 on Roll)
SCALE 1 – FRENCH (WITH SPANISH OR GERMAN)

ORMSKIRK CROSS HALL HIGH
Wigan Road, Ormskirk. (1192 on Roll)
SCALE 1 – HISTORY

CROSTON THE BISHOP RAWSTORNE C.E. HIGH (AIDED)
Out Lane, Croston, Preston. (714 on Roll, Mixed 11-16)
Temporary appointment
For period 1st January to 31st August, 1986
SCALE 1 FRENCH WITH SOME ENGLISH

BURNLEY ST. HILDA'S R.C. HIGH (SPECIAL AGREEMENT)
Coal Clough Lane, Burnley. (688 on Roll, 11-16)
SCALE 1 – ENGLISH AND GEOGRAPHY

All advertisements are subject to the conditions of acceptance of Times Newspapers Ltd, copies of which are available on request.

SECONDARY ECONOMICS & BUSINESS STUDIES
continued

HAVERING
LONDON BOROUGH OF HAVERING
CHASE CROSS SCHOOL
Havering Road North, Romford RM1 4YY
Tel: Romford 47353
(Roll 900 Mixed)
Headteacher: D.A. Steward, B.A.
Required for January 1986 Scale 1 Business Studies/Economics Graduate to assume an important teaching role in the Business Studies Department at Chase Cross School. The present postholder teaches 'O'/C.S.E. Accounts, BEC Accounts, Business Studies and Economics to 'A' Level. A teacher with an interest in accounts is preferred but some flexibility exists.
Letters of application enclosing full curriculum vitae and the names of two referees should be sent to the Headteacher by 14th October 1985. (01601) 132222

BRENT
LONDON BOROUGH OF BRENT
ST. GREGORY'S HIGH MIXED SCHOOL
Donnington Road, Kenton, Harrow HA3 0NB
Tel: 01-907 8828
(Roll 1000)
Required as soon as possible, a qualified teacher (Scale 1) for thriving business studies department in this R.C. Mixed Comprehensive school, to teach a combination of the following subjects:-
Commerce, Economics, Office Practice, Typing, Shorthand, B-TEC General.
Courses are followed to CSE 'O', 'A' RSA Pitman and B-TEC General Examination levels.
London Allowance of £1,038 per annum is payable. Brent is fundamentally committed to multi-cultural education.
Unless otherwise stated application forms (sae) obtainable from Headteacher returnable within 14 days. Arrangements will be made for all interested candidates to visit the school/unit if they so wish.
Please telephone for an appointment. Please note the separate arrangements will be made for all shortlisted candidates to visit prior to interview. Travelling expenses will be paid to shortlisted candidates only. (01402) 132222

HOUNSLOW
HOUNSLOW MANOR SCHOOL
Prince Regent Road, Hounslow, Middx.
Tel: 01-572 4461
Comprehensive 1200 M
Headteacher: J.W. Merrigan, B.Sc. A.R.C.S.
Following the promotion of the present holder there will be a vacancy at this school from 1st January 1986 for a full time teacher of Business Studies, at Scale 1. The post affords excellent opportunities for a teacher anxious to gain experience across the full range of Business Studies, and offers a varied and interesting timetable in the upper part of the school.
Business Studies at Hounslow Manor operates within the larger framework of the Faculty of Humanities. We are fully committed to the development of prevocational options in the 14 - 18 age range, to which flexibility of approach, who is seeking to learn or develop word-processing skills, is the person we are looking for. All staff at this school play their full part in the school's horizontally organised pastoral system.
Prospective candidates should write (no forms) to the Headteacher at the above address as soon as possible giving full CV and names of confidential referees. The closing date will be 11th October and in view of the short time available candidates are asked to include a personal telephone number where possible so that they may be contacted over the weekend 12/13 October.
London Allowance: £678.
We Are An Equal Opportunity Employer.
(18148) 132222

KINGSTON UPON THAMES
ROYAL BOROUGH OF KINGSTON UPON THAMES
FLEETWOOD SCHOOL
Garrison Lane, Chessington, Surrey KT9 2JS
Tel: 01-397 3140
No. on roll: 466
Required for January 1986 a teacher in charge of business Studies.
Fleetwood is part of the TVEI scheme and, as such, is running British Industrial Services to 'O' level and Modern Office Practice courses. There are also Sixth Form classes in commerce and Economics to 'A' level, and it is intended to begin a CPVE course in Business Studies with the Sixth Form.
Scale 2 post. London Allowance £678.
Application forms available from the Headmaster at the school to whom completed forms should be returned by Friday 18 October 1985. (01917) 132222

LONDON
THE LONDON ORATORY SCHOOL
Seagrave Road, London SW6 1RX
Tel: 01-385 0102
The school is a voluntary-aided school in the trusteeship of the Fathers of the London Oratory. There are 1100 boys and 80 girls in the school, including over 270 pupils in the sixth form. Girls are only admitted to the sixth form.
Required as soon as possible.
Teacher of Economics to A level (scale 1).
Applicants should apply by letter to the Headmaster enclosing a curriculum vitae and naming two referees. (06590) 132222

MERTON
LONDON BOROUGH OF MERTON
EDUCATION COMMITTEE
MERTON IS AN EQUAL OPPORTUNITIES EMPLOYER
TAMWORTH MANOR HIGH
Wide Way, Mitcham, Surrey CR4 1BP
Tel: 01-764 5112
Head Teacher: Mr. G.D.N. Giles, M.A.
Age Range: 13 - 18 years
No. on roll: 780
Required from January, 1986 Teacher of Business Studies/Typing. Scale 2 available to suitably experienced candidate.
CLOSING DATE: 18th October, 1985.
Application forms and further particulars of the post are available from the Head Teacher at the above address. Please enclose stamped addressed envelope. (01930) 132222

NEWCASTLE UPON TYNE
CITY OF NEWCASTLE UPON TYNE
EDUCATION COMMITTEE
KENTON SCHOOL
TEACHER OF BUSINESS EDUCATION (SCALE I POST)
Required from January 1986, a suitably qualified and experienced teacher of Business Education to be appointed to a Scale 1 post. The successful applicant should offer a range of skills including typing but be prepared to take an interest in Newcastle's adoption of the Hampshire Business Education curriculum 14 - 18 and be aware of the new developments in Business Education including Enterprise.
Application forms are obtainable from and returnable to the Head Teacher, Kenton School, Drayton Road, Newcastle upon Tyne NE3 3RU by Friday, 18th October, 1985. (18532) 132222

City of Birmingham Education Department

Broadway, School, The Broadway, Perry Barr, Birmingham, B20 3DP
Tel. 021 356 9444
Required for January Scale 3 (+ S.P.S.). Head of Computer Studies to be responsible for Computer Studies and Electronics in the school up to and including "A" level. Vacancy due to promotion of holder.
George Dixon School, City Road, Edgbaston, Birmingham, B17 8LF
Tel. 021 420 2444
Required for January 1986, Scale 1 Teacher for English.
Josiah Mason Sixth Form College, Hampton Road, Birmingham, B21 7JL
Tel. 021 382 4757
Scale 3, Head of Drama. To be responsible for Drama within the English Department. Courses are provided at "O" and "A" level together with shorter courses as part of the general programme. A new Drama Studies has been provided as part of the Sixth Form College adaptations. It is assumed that candidates will be able to offer English as part of their teaching load in addition to Drama and Theatre Studies.
Perry Common School, Faulkners Farm Drive, Birmingham, B23 7XP
Tel. 021 373 1847
Required for January, Scale 1 Teacher for General Science.
Saltley School, Belchers Lane, Birmingham, B9 5RX
Tel. 021 772 1801
1) Scale 1 Art. Please state second subject.
2) Scale 1 Science. To teach General Science in Lower School and Physics or Chemistry to G.C.S.E. level.
Shenley Court School, Shenley Lane, Birmingham, B29 4HE
Tel. 021 475 5191
Scale 1 Remedial Teacher required immediately. This is a temporary appointment to cover maternity leave.
Closing date 18 October 1985.
Unless otherwise stated application forms and further particulars available from the Headteacher or Principal of the School or College concerned enclosing s.a.e.
An Equal Opportunities Employer (7283)

BIRMINGHAM CITY COUNCIL

County of Cleveland

An Equal Opportunities Employer
CLOSING DATE: 18TH OCTOBER, 1985, UNLESS OTHERWISE STATED.
Application forms and further details for the undermentioned posts obtainable from and returnable to the Head Teacher at the school unless otherwise stated.
Financial assistance with household removal expenses may be available in approved cases.

PRIMARY SCHOOL
ST THOMAS MORE'S R.C. PRIMARY SCHOOL, Erith Grove, Easterside, Middlesbrough, Cleveland TS4 3QH.
HEAD TEACHER (Group 4)
Applications are invited from suitably qualified and experienced practising Catholic teachers for the Headship of this Primary School with a 40 place nursery class, from Easter, 1986, or earlier by arrangement. Applicants should possess the Catholic Teacher's Certificate.
Application forms and further details obtainable from and returnable to the County Education Officer, Education Offices, Woodlands Road, Middlesbrough, Cleveland TS1 3BN (Telephone Middlesbrough 248155, ext 3017) by 25th October, 1985.

SECONDARY SCHOOLS
BLAKESTON SCHOOL, (11-16 mixed comprehensive, 911 on roll) Junction Road, Stockton, Cleveland TS19 8LT (Telephone Stockton 612381).
SCALE 3 HEAD OF MATHEMATICS
Required for January, 1986, an enthusiastic teacher to be responsible for the Mathematics Department within the faculty of Science and Mathematics. Closing date 14th October 1985.
BASSLETON SCHOOL, (11-16 mixed comprehensive, 787 on roll) Baysdale Road, Thornaby, Cleveland TS17 9DB (Telephone Stockton 763244).
Scale 1 Mathematics
Required for January, 1986, a teacher for Mathematics. The ability to teach Computer Studies would be an advantage, although this is not essential. The post will be permanent to the Authority, but temporary to this school in the first instance. (7011)

SUSSEX
DAVIES'S COLLEGE
44 Cromwell Road, Hove, Sussex
Tel: Brighton 723911
An Independent College of Further Education Recognised as Efficient by the British Accreditation Council
Required for January 1986 an Experienced qualified GRADUATE TEACHER OF ACCOUNTS to GCE Advanced Level (with some Economics and/or Law to GCE Advanced Level).
The above post is a full-time staff appointment pensionable under DES scheme.
Please write or telephone for full details and application form. (06563) 132222

WOLVERHAMPTON
BOROUGH COUNCIL
EDUCATION COMMITTEE
PENDEFORD HIGH SCHOOL
Required for January 1986:- ECONOMICS - SCALE 1.
Graduate to teach to 'A' level. Ability to teach Office Practice, Secretarial Duties or Business Education an advantage.
The school is a well established 11 - 18 mixed comprehensive situated on an excellent site near the northern boundary of the borough with about 850 pupils on roll.
Application forms are available from the Director of Education, Education Department, Civic Centre, St Peter's Square, Wolverhampton WV1 1RR to be returned within 14 days of this advertisement. (SAE please).
Wolverhampton Council welcomes applications from all sections of the community irrespective of an individual's sex, ethnic origin or colour and from people with disabilities who have the necessary attributes to do the job.
(01054) 132222

English

Heads of Department

DONCASTER
EDLINGTON COMPREHENSIVE SCHOOL
Tait Avenue, Edlington, Doncaster DN12 1HH
Tel: Rotherham 864100
Required for January 1986, Head of English Faculty, Scale 4.
A highly qualified and suitably experienced graduate is sought to head a large and forward-looking team of specialists. There are well-established courses leading to 16+ 'O' and 'A' Level literature.
Further details and forms of application available from the Headmaster to whom completed forms should be returned as soon as possible. (01852) 132418

ESSEX
PASSMORES COMPREHENSIVE SCHOOL
Tendring Road, Harlow
Tel: Harlow (0279) 31921
(Roll 857)
HEAD OF COMMUNICATIONS FACULTY Scale 4
Required January. Experienced graduate to lead Faculty responsible for English, Modern Languages, Basic Studies and Remedial. The successful applicant will join the School's Academic Board.
Letters of application with C.V. and names of two referees to the Headteacher as soon as possible, from whom further details may be obtained (foolscap s.a.e. please).
(01511) 132418

HAMPSHIRE
BRIGHTON HILL SCHOOL
Brighton Way, Basingstoke, Hants. RG22 4DH
N.O.R. 1000, Mixed Comprehensive community school (11 - 16 years)
Scale 4
Required for January 1986, HEAD OF ENGLISH. A well-qualified specialist of proven experience is required to lead an enthusiastic team who demand and obtain the highest standards.
Applications by letter with full c.v. to Headteacher. Telephone enquiries welcome. Closing date 14th October 1985. (01064) 132418

KNOWSLEY
HEY COMPREHENSIVE
Huyton, Merseyside L36 6DQ
(847 Boys and Girls, aged 11 - 16 years)
HEAD OF ENGLISH SCALE 3
To work under Head of Faculty of English and Modern Languages and be responsible for teaching of English throughout the school.
Applications from suitably experienced, well qualified teachers invited.
Further details by sending s.a.e. to Headteacher.
Applications by letter giving c.v. and names of two referees to the school by [illegible] (01772) 132418

SUNDERLAND
BOROUGH OF SUNDERLAND
EDUCATION COMMITTEE
THORNHILL SCHOOL
Thornholme Road, Sunderland SR2 7NA
(Group 13)
Required for January, 1986:- Head of English (Scale 4).
Application forms obtainable from the Headteacher at the school on receipt of a stamped addressed foolscap envelope to be returned to him by 18th October, 1985.
(01779) 132418

Scale 2 Posts and above

BROMLEY
LONDON BOROUGH OF BROMLEY
PARISH C.E. PRIMARY SCHOOL
College Road, Bromley, Kent BR1 3NY
Tel: 01-460 0129
Required for January 1986, an experienced and enthusiastic teacher is sought, to take responsibility initially for a class in the 8 - 9 or 9 - 10 age range. Also, to be responsible, throughout the primary age-range, for the on-going developments of ONE of the curricular areas mentioned above. Scale 2.
Please state additional interests. (Willingness to accept responsibility for netball would be welcome). Vacancy due to promotion.
Application forms and job description available from the Headmistress at the school (foolscap s.a.e. please), to whom completed forms should be returned by 15th October 1985.
Interested candidates are invited to visit the school, by arrangement with the Headmistress.
(01836) 132420

BUCKINGHAMSHIRE
OUSEDALE SCHOOL
Graduate teacher to join the English Department.
See under secondary scale 1 English. (13870) 132420

CALDERDALE
METROPOLITAN BOROUGH COUNCIL
EDUCATION DEPARTMENT
HALIFAX CATHOLIC HIGH SCHOOL
Holdsworth Road, Holmfield, Halifax HX2 9TH
Required from January 1986 a teacher of ENGLISH (Scale 2) to be second in department.
Application forms and further details obtainable (on receipt of foolscap s.a.e.) from the Headteacher to whom completed forms should be returned by 18th October 1985.
(01709) 132420

HUMBERSIDE
COUNTY COUNCIL
EDUCATION COMMITTEE
Grimsby Division
WESTERN COMPREHENSIVE SCHOOL
Cambridge Road, Grimsby DN34 5TE
Required for January 1986. SCALE 2 TEACHER for Remedial classes in the lower school and English classes across the whole age and ability range, up to 'O' level.
The school is pleasantly situated on the outskirts of Grimsby.
Application forms and further information obtainable from the Head Teacher at the school (on receipt of s.a.e.), to whom completed forms should be returned by 14th October 1985.
All applications are considered on the basis of their suitability for the job irrespective of disablement, race, creed, sex or marital status. Disabled candidates whose applications have the written support of their D.R.O. will be guaranteed an interview. (01728) 132420

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
TUNBRIDGE WELLS DIVISION
TUNBRIDGE WELLS GRAMMAR SCHOOL FOR GIRLS
Southfield Road, Tunbridge Wells TN4 9UJ
830 Girls, 220 in Sixth Form
Required for January, an Honours Graduate in ENGLISH to teach the subject throughout the school to 'O' level and 'A' level and to assist with Drama. The post is either Scale 2 or 1 according to experience; although an experienced teacher would be preferred, a beginner is not automatically ruled out.
Apply by letter to the Headmistress at the school giving CV together with names and addresses of two professional referees. SAE please.

UPBURY MANOR SCHOOL
SECOND IN ENGLISH DEPARTMENT Scale 3
Required for January, 1986, an experienced teacher to act as Second in the English Department. Ability to teach at all levels throughout age/ability range is essential. The post entails major contributions to curriculum development, examination procedures and inter-disciplinary liaison in close association with the Head of Department.
Application forms (s.a.e.) may be obtained from the Headmaster, Mr. J.C. Rowland, M.A., Upbury Manor School, Marlborough Road, Gillingham, Kent, to whom they should be returned by October 1985. (01412) 132420

MANCHESTER
BROOKWAY HIGH SCHOOL
Moor Road, Wythenshawe, Manchester M23 9BP
(11 - 16 Co-educational Comprehensive Group 10)
Required from January 1986 - Second-in-Charge English - Scale 3.
An experienced teacher of English is required to join a lively and successful team in the Communication Arts Faculty and to be Second in the English Department. Familiarity with continuous assessment at 'O' level and enthusiasm for Drama would be a recommendation.
Application forms and further details from the Headteacher at the school to whom they should be returned. Closing Date: 14th October 1985. (01708) 132420

NORTH YORKSHIRE
COUNTY COUNCIL
SCALBY SCHOOL
Fieldstead Crescent, Newby, Scarborough YO12 6TH
Mixed 11 - 16 Comprehensive for 1050 pupils
Required for January 1986, a well qualified teacher, Scale 2, to specialise in ENGLISH with special responsibility for the needs of less able pupils. Special interest in the study of school dramatic productions is essential. A committed candidate with a broad experience, imaginative approach and an ability to make a full contribution to the work of the department would be preferred.
'O' level Literature and CSE are established and from September 1985 the school will participate in trials for the proposed GCSE Literature examination.
The school serves a wide rural catchment area to the North and West of Scarborough.
For application forms please send s.a.e. to the Headmaster at the school to whom they should be returned within ten days of the appearance of this advertisement. (13750) 132420

NORTHAMPTONSHIRE
WRENN SCHOOL
London Road, Wellingborough, Northants. NN8 2DQ
TEACHER OF ENGLISH SCALE 1/2
Required from 1st January 1986 (or 1st November 1985 if possible), in this coeducational Comprehensive School of 1090 pupils (115 in the Sixth Form), well qualified, able and enthusiastic teacher of English. Candidates should indicate particular areas of expertise and interest within the subject, and a supporting subject they would like to teach, if needed. An ability to teach throughout the age and ability range, including GCE 'A' level, would be an advantage, and the post is equally suitable for a newly qualified teacher or one with experience.
A Scale 2 teacher would be expected to make an important contribution to departmental curricular development and organisation.
Apply by letter as soon as possible to the Headmistress, giving full curriculum vitae and the names and addresses of two referees. (13728) 132420

SUTTON
LONDON BOROUGH OF SUTTON
CARSHALTON HIGH SCHOOL FOR GIRLS
Teacher of English, Scale 1/2.
See under Secondary English Scale 1. (01177) 132420

Scale 1 Posts

BARKING AND DAGENHAM
LONDON BOROUGH OF BARKING AND DAGENHAM
EASTBROOK COMPREHENSIVE SCHOOL
Rush Green, Essex
Required for October: Assistant teacher of English and First Year Humanities to cover for maternity leave. The school is an 11 - 18 mixed comprehensive on one site, situated on the eastern boundary of the borough adjoining the Green Belt corridor. Scale 1 plus £1,038 per annum Inner London Allowance.
Apply in writing immediately to the Headteacher, giving full curriculum vitae and the names and addresses of two referees, one of whom should be your present or immediate past employer.
An equal opportunity employer. (01877) 132420

BEXLEY
LONDON BOROUGH
CHISLEHURST AND SIDCUP GRAMMAR SCHOOL
Hurst Road, Sidcup, Kent DA15 9AG
Tel: 01-302 6511
(11 - 18 mixed c.1200 on roll)
Required for start of Spring Term, 1986, for one term, an English graduate to cover for a teacher on leave of absence. Almost entirely 'O' and 'A' level work.
Letter of application with C.V. and names and addresses of two referees to the Head Teacher as soon as possible. (18643) 132420

BEXLEY
LONDON BOROUGH
RIVERSIDE SCHOOL
Yarnton Way, Erith, Kent DA18 4DW
Tel: 01-310 0111
ENGLISH Teacher required for January, 1986 or as soon as possible to join a large, enthusiastic and successful department. Successful candidate could expect to work mainly in the middle and upper school.
Send full c.v., together with details of 2 referees to the Head teacher, enclose s.a.e. for further details. (18644) 132420

SECONDARY ENGLISH
continued

BUCKINGHAMSHIRE
MILTON KEYNES AREA
Equal Opportunity Employer
OUSEDALE SCHOOL
The Grove, Newport Pagnell, Bucks.
Required from January 1986, a graduate teacher to join the English Department of this 12 - 18 age range comprehensive school in the pleasant market town of Newport Pagnell close to the rapidly developing city of Milton Keynes. Scale 1. For an applicant willing and able to take on administrative responsibilities within the department, Scale 2. The responsibilities would be agreed at an interview.
Assistance with removal expenses and rented housing may be available in approved cases and there is a wide range of housing to buy in the area.
Apply by letter to the Headteacher, M. Cole, B.A., giving full curriculum vitae and the names and addresses of two referees.
Candidates are asked to include in their letter of application a brief outline of their general philosophy/approach to the teaching of English.
(13871) 132422

CAMBRIDGESHIRE
(Equal Opportunity Employer)
SOHAM VILLAGE COLLEGE
Soham, Ely, Cambs. CB7 5AA
Required for January, teacher of English (Scale 1).
Application form and details from the Warden (s.a.e. please). (13789) 132422

CAMBRIDGESHIRE
(EQUAL OPPORTUNITY EMPLOYER)
BRETTON WOODS COMMUNITY SCHOOL
Bretton, Peterborough PE3 8DF
Tel: Peterborough 266975
Principal: Mr. J.L. Gribble, B.A., M.Ed.
(11 - 18 mixed comprehensive) Group 11. Number on roll: 1,300
Required for January, 1986 for two terms only:- An English Specialist to join an enthusiastic team of teachers responsible for the lower school programme of integrated studies. Scale 1 post.
The successful applicant will be part of a pastoral team engaged in Active Tutorial work.
Further details and an application form obtainable from the Principal at the above address (s.a.e. first class). Closing date 18th October, 1985. (16499) 132422

DEVON
Please see displayed advertisement on Page 69.
(13765) 132422

DORSET
BLANDFORD UPPER SCHOOL
Milldown Road, Blandford Forum DT11 7SQ
(Comprehensive mixed, 13 - 19. 730 on roll)
Required for January 1986, a well-qualified Teacher of English (Scale 1) to join a forward looking and supportive department and teach throughout the school.
Further details and application form from the Headteacher at the school (foolscap SAE please). (01634) 132422

DUDLEY
THE LONGLANDS SCHOOL
Brook Street, Stourbridge
TEACHER OF HISTORY & ENGLISH
See advertisement under Secondary, History, Scale 1. (01811) 132422

ENFIELD
LONDON BOROUGH OF ENFIELD
EDMONTON SCHOOL
Great Cambridge Road, Enfield, Middx. EN1 1HQ
Mixed 1300 on roll
Required for January 1986, teacher of ENGLISH, Scale 1, to join flourishing department with well-established courses to 'A' level and university entrance.
London Allowance, £678.
Please apply immediately to the Headmaster, giving c.v. and the names, addresses and telephone numbers of two referees.
An equal opportunity employer. (01909) 132422

HAMPSHIRE
SOUTH EAST HANTS AREA
HORNDEAN SCHOOL
Barton Cross, Horndean, Hants.
(Tel: Horndean 594327)
(12 - 18 mixed comprehensive - 1497 on roll)
Headteacher (Acting) Mr. Eden
Required January 1986 ENGLISH graduate to join large successful department. Ability to teach 'A' level essential. Scale 1.
Apply by letter to Headmaster with curriculum vitae and names of two education referees. S.A.E. for further details. Closing date: 14.10.85. (01055) 132422

HAMPSHIRE
WINTON SCHOOL
London Road, Andover SP10 2PS
N.O.R. 1241 11 - 16 Mixed Comprehensive
Scale 1
Required January 1986. Teacher of English required to teach throughout the School from years 1 - 5 in this successful/established department.
Letter of application with c.v. and names and addresses of two referees. S.A.E. for further details.
(01056) 132422

HUMBERSIDE
COUNTY COUNCIL
EDUCATION DEPARTMENT
Hull Division
GREATFIELD HIGH SCHOOL
Hemswell Avenue, Hull
Head: M.J. Fielding
Required for January, a teacher of English (Scale 1) in this mixed Comprehensive School with 900 pupils aged 13 - 18.
Further details and application form from the Head (s.a.e. please) should be returned by 18th October. (13908) 132422

ISLE OF WIGHT
SANDOWN HIGH SCHOOL
The Fairway, Sandown, IW, PO36 9JH
Age range 13 - 18 years 1150 on roll Group 12
Required immediately, a well qualified graduate TEACHER OF ENGLISH (Scale 1), to take 'O' Level and CSE English and to develop the language skills of some slower learning groups. Advanced level (and University Entrance work) will be available in later years. Alternatively, applications from those offering part-time work will be considered.
Applications, in the first instance, by letter, to the Head Master, including the names and addresses of two persons to whom reference can be made. (01726) 132422

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
GILLINGHAM DIVISION
Applications are invited for a temporary post for English. Applicants should be able to teach up to C.S.E. and 'O' level. The post in the first instance will be until August, 1986.
Application form available (s.a.e.) from The Divisional Education Officer, Municipal Buildings, Gillingham, Kent.

TONBRIDGE & MALLING DIVISION
CLARE PARK SCHOOL
East Malling, Maidstone ME19 6DH
Group 11
Required for January 1986, an English Specialist (Scale 1) to join a large, stable and active English Department, which will offer a wide range of experience to a newly qualified teacher with classes from Year 1 to examination level.
Clare Park is a High School of 1100 pupils age range 11 - 17 and is fully comprehensive in the first two years. Thereafter some pupils transfer by guided parental choice to Upper Schools.
The school offers courses leading to awards from the GCE, CSE, B/TEC and City and Guilds Examination Boards.
Please send letter of application with CV together with the names and addresses of two referees to the Headmaster at the School.
(01492) 132422

NEWHAM
LONDON BOROUGH OF NEWHAM
PLASHET SCHOOL
Plashet Grove, London E6 1DG
Head Teacher: Miss H. Williams
Number on roll: 1102 (girls)
TEMPORARY TEACHER OF ENGLISH (to cover maternity leave) Scale 1
Required January 1986. Qualified teacher of English to teach throughout the age and ability range. The department is committed to mixed ability teaching throughout years one to five and the successful candidate will be expected to participate in examination courses based on the principle of continuous assessment.
LONDON ALLOWANCE £1,038.
Application forms (s.a.e. please) available from The Head Teacher to whom completed forms should be returned by 18th October 1985.
DIRECTOR OF EDUCATION, Education Offices, 379/383 High Street, Stratford, E15 4RD. (13893) 132422

NORTH YORKSHIRE
COUNTY COUNCIL
SCALBY SCHOOL
Fieldstead Crescent, Newby, Scarborough YO12 6TH
Mixed 11 - 16 Comprehensive for 1050 pupils
Required for January 1986, or earlier, a well qualified teacher to contribute to the teaching of ENGLISH, Scale 1. Willingness to offer General Subjects and an interest in Careers Education and the needs of less able pupils would be a recommendation. This is a temporary appointment for two terms.
The school serves a wide rural catchment area to the North and West of Scarborough.
For application forms please send s.a.e. to the Headmaster at the school to whom they should be returned within ten days of the appearance of this advertisement. (01858) 132422

OLDHAM
METROPOLITAN BOROUGH
ENGLISH TEACHER SCALE 1
THE RADCLYFFE SCHOOL
Hunt Lane, Chadderton, Oldham
Required for the end of October 1985, this post is temporary to the 31st August 1986.
Please apply by letter directly to the Head at the school including full c.v., names and address of two referees as soon as possible. (01898) 132422

REDBRIDGE
LONDON BOROUGH OF REDBRIDGE
SEVEN KINGS HIGH SCHOOL
Ley Street, Ilford, Essex IG2 7BT
Tel: 01-554 8935
Head: Mr. A.W. Steer, B.A.
Required for January, 1986: A temporary teacher of Drama with some English for two terms. Permanent appointment considered.
The post is on Scale 1 with Outer London Allowance.
Please apply in writing to the Head as soon as possible, giving full details and the names and addresses of two professional referees. (01819) 132422

SANDWELL
METROPOLITAN BOROUGH COUNCIL
BRISTNALL HALL HIGH SCHOOL
(11 - 16 Comprehensive)
Required as soon as possible.
ENGLISH - Scale 1.
Temporary during maternity leave.
Letters of application stating full curriculum vitae and the names and addresses of two referees should be forwarded to Head Teacher, Birstnall Hall Lane, Oldbury, Warley, West Midlands.
An equal opportunity employer. Canvassing of members of the authority will disqualify. (01750) 132422

SUTTON
LONDON BOROUGH OF SUTTON
CARSHALTON HIGH SCHOOL FOR GIRLS
West Street, Carshalton, Surrey SM5 2QX
Tel: 01-647 8294
TEACHER OF ENGLISH - SCALE 1/2
Required for January 1986, a well qualified and enthusiastic teacher to teach English, with some Drama throughout the age and ability range in this non-selective 11 - 18 High School. The department is a flourishing one obtaining good academic results at all levels.
A Scale 2 post is available for an experienced teacher willing to accept responsibility for the production of the School Magazine and the organisation of the School Bookshop.
Application by letter to the Headteacher, including curriculum vitae and names and addresses of two referees. (01178) 132422

WEST SUSSEX
ST. WILFRIDS R.C. SENIOR COMPREHENSIVE SCHOOL
Old Horsham Road, Crawley, Sussex
Required from January to August, 1986, Teacher of ENGLISH to C.S.E. O level and preferably A level standard, during the secondment of the present holder.
Further details from the School - Crawley 24673.
Letters of application with c.v. and details of two referees to the Headmaster no later than 10 days after publication of advert. (13864) 132422

WILTSHIRE
HARDENHUISH SCHOOL
Chippenham, Wiltshire SN14 6HW
Headmaster: Mr. R.J. Alderman, M.A.
TEACHER OF BOYS PHYSICAL EDUCATION WITH ENGLISH - SCALE 1
Required for January 1986 a qualified teacher of Boys Physical Education and English to teach in this 11 - 18 mixed secondary school.
Hardenhuish is a third round T.V.E.I. school in which recreational and leisure activities feature prominently.
The school is situated to the north of Chippenham in a pleasant parkland setting and the catchment area includes the town of Chippenham and surrounding villages.
Letters of application and full curriculum vitae should be sent immediately to the Headmaster at the school from whom further details can be obtained (s.a.e. please). Tel: Chippenham 650693. (01092) 132422

WIRRAL
METROPOLITAN BOROUGH OF WIRRAL
PLESSINGTON HIGH SCHOOL
5 Woodland Road, Rock Ferry, Birkenhead, Wirral
(Group 11)
11 - 18 Mixed R.C. Comprehensive School
(1100 on roll)
Required for 1st January 1986 TEACHER OF ENGLISH AND DRAMA Scale 1.
Ability to teach English and Drama to 'O' Level essential. Opportunities may be available to assist with 'A' Level Theatre Studies for a suitable candidate.
Apply by letter to the Head as soon as possible enclosing full C.V. and names and addresses of two referees. (01117) 132422

Geography

Heads of Department

DEVON
Please see displayed advertisement on Page 69.
(13762) 132618

HEREFORD AND WORCESTER
COUNTY COUNCIL
WOLVERLEY HIGH SCHOOL
Blakeshall, Wolverley, Kidderminster DY11 5XQ
Required from January 1986 a well qualified and experienced Graduate to act as Head of Geography in a thriving department.
Full range of work to advanced level. Scale 3.
Please apply to Headteacher with C.V.
(01862) 132618

SURREY
EDUCATION COMMITTEE
HEATHSIDE SCHOOL
Weybridge
SECTION BILINGUE - CO-ORDINATOR SCALE 3
Bilingual FRENCH teacher to teach GEOGRAPHY.
See under Secondary Languages. (01003) 132618

Scale 2 Posts and above

HAMPSHIRE
THE HURST
Baughurst, Basingstoke RG26 5NL
N.O.R. 1150 11 - 16 Mixed Comprehensive
Required January 1986 or earlier. Teacher of Geography Qualified and experienced to join Humanities Dept. To teach Geography to 'O' level be responsible to the Head of Humanities for the development of new examinations and curricula in Geography.
Apply to Headteacher by letter giving full c.v. and names/addresses of two referees. (01059) 132620

LONDON
LATYMER UPPER SCHOOL
King Street, London W6 9LR
(Independent, HMC, 1000 boys)
Required for January 1986 a graduate to teach Geography. Salary Burnham on scale appropriate to experience plus London Allowance.
Applications, together with full curriculum vitae and the names of two referees to: The Headmaster, Latymer Upper School, King Street, London W6 9LR. (18588) 132620

Scale 1 Posts

BROMLEY
LONDON BOROUGH OF BROMLEY
BEAVERWOOD SCHOOL FOR GIRLS
Beaverwood Road, Chislehurst, Kent BR7 6HE
Required from 11th November 1985, or as soon as possible thereafter, a full time teacher to take Geography throughout the school and some first year Humanities. Scale 1. Temporary appointment for the duration of a teacher's maternity leave.
Application forms and further information available from the Headmistress at the school (foolscap s.a.e. please) to whom completed forms should be returned by 15th October 1985. (18162) 132622

NEWHAM
LONDON BOROUGH OF NEWHAM
ROKEBY SCHOOL
Pitchford Street, London E15 4RZ
Head Teacher Mr A.J. McQuiggan
Number on roll: 850 boys
TEMPORARY TEACHER OF GEOGRAPHY (to cover maternity leave) Scale 1
Required NOvember 1985. The holder of the post also runs the in-school support unit, and a willingness to help in that area would be an advantage.
London Allowance £1,038 plus Social Priority Allowance.
Application forms (s.a.e. please) available from The Head Teacher to whom completed forms should be returned by 15th October, 1985.
Director of Education, Education Offices, 379/383 High Street, Stratford, E15 4RD. (13743) 132622

Application forms for the following appointments, except where otherwise stated, are obtainable from and returnable to the Head Teachers by the dates stated. A stamped addressed envelope (A4 size) should be enclosed with all requests for application forms.

HEADTEACHERS PRIMARY

Tiverton St John's RC (Aided 5-9 Years) First School,
Melbourne Street, Tiverton, EX16 5LA. (Roll 85)
Headteacher Group 2 (£9,990 - £11,073)
Required April 1986 or earlier if possible, a practising Catholic for this three class school. Application forms (SAE required) from Area Education Officer, Morwenstow, 7 Barnfield Crescent, Exeter. Closing date 18 October 1985.

Clyst Hydon Primary School,
Clyst Hydon, Cullompton. (Roll 36)
Headteacher Group 1 (£9,573 - £10,653)
Required April 1986 or earlier if possible. Application forms and further details (SAE required) from Area Education Officer, Morwenstow, 7 Barnfield Crescent, Exeter. Closing date 18 October 1985.

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SCALE POSTS SECONDARY

Torquay Girls Grammar School,
Shiphay Lane, Torquay, TQ2 7DY (Roll 703)
Scale 3 head of Geography
Required January 1986 to teach up to A level. Closing date 18 October 1985.

Axminster Secondary School,
Chard Street, Axminster, EX13 5EA. (Roll 710)
(i) Scale 1 — English
Required January 1986, a suitably qualified teacher of English to teach subjects throughout the school to CSE and O level. Closing date 18 October 1985.
(ii) Scale 1 — Mathematics
Required for January 1986, a suitably qualified teacher of Mathematics to teach the subject throughout the school to CSE and O level. Closing date 18 October 1985.

Great Torrington School,
Calvesford Road, Torrington, EX38 7DJ. (Roll 824)
Scale 3 — Physical Science
Required January 1986 a teacher to develop and be responsible for Physical Science, to join an energetic and progressive Science department. Closing date 15 October 1985.

Pilton Community College
(11-16 Mixed Comprehensive),
Chaddiford Lane, Barnstaple, EX31 1RB. (Roll 1363)
Scale 1 — Mathematics
Required January 1986 a mathematics specialist to teach across the full age and ability range. Ability to teach statistics would be an advantage. Closing date 15 October 1985.

Devonport Secondary School,
Park Avenue, Devonport, Plymouth, PL1 4RL. (Roll 493)
Scale 1 — English
Required January 1986 or earlier if possible. Willingness to assist with Humanities an advantage. Closing date 18 October 1985.

Eggbuckland School,
Westcott Close, Eggbuckland, Plymouth, PL6 5YB. (Roll 1368)
Scale 1 or 2 — Special Needs with responsibility for Mathematics
Required 1 January 1986.
There are two main areas of responsibility with this post.
(a) to teach pupils with special needs across the curriculum within one year group
(b) to take responsibility for mathematics within the Special Needs team.
Closing date 18 October 1985.

Estover School,
Miller Way, Estover, Plymouth, PL6 8UN. (Roll 1096)
Scale 1 — English
Required January 1986 a well qualified teacher of English with specialist interest in Drama to share in the work of a developing department. Candidates would be expected to be committed to mixed ability grouping, to share in the preparation of work schemes and materials and to teach courses for all years including O and CSE syllabuses. Closing date 18 October 1985.

Ivybridge Community College,
Harford Road, Ivybridge, PL21 0JA.
(i) Scale 1 — Chemistry
Required January 1986 to teach to A level. The ability to offer Physics to O level would be an advantage. Closing date 18 October 1985.
(ii) Scale 1 — Religious Education and Humanities
Required January 1986 to teach RE and Humanities to A level. Ability to contribute to Social Education also sought. Closing date 18 October 1985.

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SCALE POSTS PRIMARY

Bideford, East-The-Water Primary School,
Mines Road, Bideford, EX39 4BX (Roll 275)
Scale 1 Juniors
Required January 1986 to be responsible for music throughout the school. Apply by letter to the Headteacher, as soon as possible.
(7013)

DEVON

SECONDARY GEOGRAPHY
continued

HERTFORDSHIRE
THE BARCLAY SCHOOL
Walkern Road, Stevenage
All-ability, 11 - 18, mixed school, 900 on roll
Required for January a teacher to join a flourishing Geography Department to teach across the ability range and up to advanced level.
Further details of the post are available from the Headmaster of the school to whom letters of application (no forms) should be sent, together with the names of two referees. (13844) 132622

OXFORDSHIRE
COUNTY COUNCIL
DRAYTON SCHOOL
Drayton Road, Banbury, Oxon
Group X (11 - 16 Comprehensive School) 970 roll
Required from the Autumn half-term a temporary, due to maternity leave Teacher of Geography to CSE and 'O' level.
Permanent appointment may follow.
Ability to teach Girls' Games a strong recommendation.
Applications by letter to the Headteacher, giving full particulars of training, qualifications and experience, together with the names of two referees and S.A.E. (13808) 132622

OXFORDSHIRE
COUNTY COUNCIL
FARINGDON SCHOOL
Fernham Road, Faringdon SN7 7LB
Mixed comprehensive (760 on roll) Group 10
Required from January to end of Summer Term 1986 a temporary full time teacher of Geography (to 'A' level if possible) to join a popular Department, with very well established courses. Sympathy for mixed ability teaching and enthusiasm for Field Work at all levels together with some knowledge of CAL would be advantageous.
Apply in writing with full CV to the Headteacher enclosing an S.A.E. (01896) 132622

SURREY
Required for January 1986, graduate to organise the teaching of geography in the main school (11 - 18).
Burnham scale, government superannuation scheme.
Apply in writing with full curriculum vitae and names and addresses of two referees, to the Headmistress, Eothen School, 3 Harestone Hill, Caterham, Surrey CR3 6SG. (16472) 132622

History

Heads of Department

DUDLEY
METROPOLITAN BOROUGH
EQUAL OPPORTUNITIES EMPLOYER
THE DUDLEY SCHOOL
St. James's Road, Dudley DY1 3JE
(12 - 18 co-ed - comp. - Group 11)
For January, well qualified/experienced TEACHER to be HEAD of HISTORY (Scale 3) to lead successful department, teaching throughout school up to 16+ and 'A' level. Positive interest in and experience of multicultural curriculum essential. Major contribution towards this area of school is sought.
Letters of application with c.v. and naming two referees to Headteacher by 14th October.
(06585) 132818

HAMPSHIRE
SOUTH EAST HANTS AREA
HORNDEAN SCHOOL
Barton Cross, Horndean, Hants.
(Tel: Horndean 594327)
(12 - 18 mixed comprehensive - 1427 on roll)
Headteacher (Acting) Mr Egan
Required January 1986, well experienced Honours Graduate to lead a large department and to teach to 'A' level. Scale 4. Closing date: 14th October 195.
Apply by letter to Headmaster with curriculum vitae and names of two education referees. S.A.E. for further details. (01053) 132818

HAVERING
LONDON BOROUGH OF HAVERING
GAYNES SCHOOL
Brackendale Gardens, Upminster RM14 3UX
Tel: Upminster 22960
(Roll 974 Mixed)
Headteacher: L.K.M. Bonny, M.Ed., F.C.P.
Head of History Scale 3. Required for January 1986 an experienced graduate teacher who should possess the foresight to develop the subject on the existing good standards. The successful candidate will be required to teach throughout the school including G.C.E. 'A' and 'S' Levels.
Letters of application enclosing full curriculum vitae and the names of two referees should be sent to the Headteacher by 14th October 1985. (01878) 132818

SECONDARY
ENGINEERING DRAWING AND ALLIED CRAFT AE/13/2
Scale 1
Western Mere School, Gregory Avenue, Breaston, Derby, DE7 3DJ. (Draycott 2313). (11-16, NOR 778)
* * * * *
HISTORY (to 'A' level) DS/36/4
Scale 1
(Temporary until 31 August 1986).
Spondon School, West Road, Spondon, Derby, DE2 7BT. (Derby 662337 – Upper School).
(Derby 673801 – Lower School). (11-18, NOR 2006)
* * * * *
FRENCH NE/10/1
Scale 1
CHEMISTRY NE/14/2
Scale 1
Eckington School, Dronfield Road, Eckington, Sheffield, S31 9BR. (Chesterfield 432849).
(11-18, NOR 1367)
* * * * *
ART (to 'A' level) HW/6/1
Scale 1
(Temporary 2 terms, January-August 1986).
Anthony Gell School, Wirksworth, Derby.
(Wirksworth 2608). (11-18, NOR 868)
* * * * *
GENERAL SCIENCE NE/9/1
Scale 1
Westwood School, Springvale Road, Brimington, Chesterfield, Derbyshire. (Chesterfield 77902).
(11-16, NOR 596)
* * * * *
Application forms and details for these posts; unless otherwise stated (SAE please) from the Headteacher. Closing date 18 October 1985 unless otherwise stated.
* * * * *
Multicultural Education Support Service
TEACHERS OF URDU/ PUNJABI/HINDI (3 Posts) CO/4/4
Scale 2/3
Required as soon as possible for certain secondary schools in Derby. Ability to teach at least to GCE 'O' level, to assist in the development of teaching materials, and to support the work of community based language classes.
Application form and further details (SAE please) can be obtained from the Director of Education, County Offices, Matlock, Derbyshire, DE4 3AG. (Matlock 3411, extension 6455).
Closing date: 14 October 1985.
DERBYSHIRE COUNTY COUNCIL IS AN EQUAL OPPORTUNITY EMPLOYER.
DERBYSHIRE County Council

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
SIMON LANGTON GIRLS' SCHOOL
Old Dover Road, Canterbury, Kent
(800 girls)
Required for January a Head of History (Scale III) in this four-form entry grammar school. The department conducts field work wherever possible, and the School's Council 'O' level course has proved popular.
Dating from 1881 and handsomely re-sited on the outskirts of this university City, the school has combined regular curriculum development with high academic standards.
Details may be obtained from the Headmaster (0227 463711) to whom a letter of application should be written stating qualifications and experience in full and giving the names of two referees. Enclose s.a.e. for details. Candidates who provide a further s.a.e. for notification, will hear by November 6th. (01413) 132818

Scale 2 Posts and above

WARWICKSHIRE
NORTH LEAMINGTON SCHOOL
Park Road, Leamington Spa CV32 6LQ
Temporary teacher required for the spring term 1986 only, to cover a term's secondment, an experienced HISTORY teacher, able to cover 19th century English History at 'A' level and the M.E.G. 16+ Schools Council History to 'O' level. Scale 2 available for suitable applicant.
Applications should be made direct to the Principal from whom further details may be obtained. Enclose s.a.e.
Warwickshire is an equal opportunities employer. (06586) 132820

Scale 1 Posts

DERBYSHIRE
See Derbyshire Display advert post reference 05/36/4 Page 70.
(01134) 132822

DUDLEY
METROPOLITAN BOROUGH
EQUAL OPPORTUNITIES EMPLOYER
THE LONGLANDS SCHOOL
Brook Street, Stourbridge DY8 3XB
(11 - 16 co-ed. comp. Group 9)
For January, or earlier if possible, well qualified and enthusiastic TEACHER of HISTORY and ENGLISH (Scale 1), to teach both subjects up to examination level and throughout ability range. Temporary two term post in first instance.
Details/Application forms (on receipt of s.a.e.) from and returnable to Headteacher by 14th October. (13792) 132822

LEICESTERSHIRE
COUNTY COUNCIL
An Equal Opportunity Employer
CITY OF LEICESTER/ SPENCEFIELD SCHOOL
Downing Drive, Leicester LE5 6LN
(11 - 18 Secondary)
Roll 1500
HISTORY SCALE 1
Required January to teach history throughout the age and ability range up to 'A' level and some CSE Humanities.
Please contact the Headteacher for further details and application forms (SAE). (01132) 132822

LONDON
ST. PAUL'S GIRLS' SCHOOL
Brook Green, London W6 7BS
History Graduate required for January 1986 to teach History part-time (about 15 periods a week) to 'A' level; 19th and 20th century European History specialist preferred.
This is, in the first instance, a temporary appointment for 2 terms with the possibility of extension.
Applications in writing (marked 'For the attention of the School Secretary') should be addressed to the High Mistress, giving full curriculum vitae and the names and addresses of two referees. (13475) 132822

SANDWELL
METROPOLITAN BOROUGH COUNCIL
WARLEY HIGH SCHOOL
(11 - 16 Comprehensive)
Required for January 1986.
HISTORY/COMMERCE/ GAMES - Scale 1.
Application forms and further details available from and returnable to Head Teacher, Pound Road, Oldbury, Warley, West Midlands. Closing date 15th October 1985.
An equal opportunity employer. Canvassing of members of the authority will disqualify. (01749) 132822

REDBRIDGE
LONON BOROUGH OF REDBRIDGE
CATERHAM HIGH SCHOOL
Caterham Avenue, Clayhall, Ilford IG5 0QW, Essex
Tel: 01-551 4415
Head: P.E.A. Birchinall, B.A.
Required as soon as possible. A teacher of History for this 11 - 18 mixed comprehensive school, in a lively and popular department working to CSE/'O' level (Schools Council 13 - 16 History Project), and 'A' level. The ability to offer 'A' level Politics would be an advantage.
The post is on Scale 1 with Outer London Allowance and is suitable for a first appointment.
Please apply in writing to The Head as soon as possible, giving full details and the names and addresses of two professional referees. (13903) 132822

CITY OF WAKEFIELD METROPOLITAN DISTRICT COUNCIL
KNOTTINGLEY HIGH SCHOOL
(12–18) MIXED COMPREHENSIVE
(1,000 on roll)
Required for January 1986 a suitably qualified TEACHER OF HISTORY AND ECONOMICS, Scale 1, to teach to A level standard.
Application forms available (on receipt of a s.a.e.) from Chief Education Officer, 8 Bond Street, Wakefield, to be returned within 14 days of the date of this advertisement. 5161

Home Economics

Heads of Department

BROMLEY
LONDON BOROUGH OF BROMLEY
CHARLES DARWIN SCHOOL
Jail Lane, Biggin Hill, Westerham, Kent TN16 3AU
Required for 9th December 1985, a well qualified Home Economics specialist to be acting Head of Home Economics, Child Development and Needlework at this purpose built, 6 - 7 f.e., 11 - 18 year, mixed, all-ability school with a balanced intake.
Lively, energetic approach essential. Temporary appointment for the duration of a teacher's maternity leave. Teaching across the whole ability range. C.S.E. and 'O' courses are popular options. Further enquiries welcomed. Scale 3+. London Area Allowance Payable.
Apply by letter, with full details of experience and addresses of two educational referees, to the Headmaster for forms to be returned by 11th October 1985. (01836) 133018

ESSEX
CHALVEDON SCHOOL
Wickford Avenue, Pitsea, Basildon SS13 3HL
Tel: Basildon 552536
(Roll 1450)
HEAD OF HOME ECONOMICS, Scale 3
Required January, in well equipped department covering broad range of subjects.
Apply a.s.a.p. by letter to Headteacher with c.v. and names of two referees (foolscap s.a.e. please).

GRAYS CONVENT HIGH SCHOOL
College Avenue, Grays RM17 5UX
Tel: 0375 76175
(Roll 600 Girls)
HEAD OF HOME ECONOMICS, Scale 3
Required for January, 1986, an enthusiastic and experienced teacher to develop this important area of the curriculum which includes Food and Nutrition, Textiles and Child Care. The applicant must be conversant with new developments in Nutrition and be able to lead a well qualified Home Economics team in all areas of the curriculum.
Curriculum vitae and names of two referees to Headteacher (foolscap s.a.e. please). (01153) 133018

HERTFORDSHIRE
Home Economics Advisory Teachers required for January 1986.
See under Secondary Home Economics Scale 2 and above. (06598) 133018

HILLINGDON
LONDON BOROUGH OF HILLINGDON
EVELYNS SCHOOL
Appletree Avenue, Yiewsley, West Drayton, Middlesex UB7 8DA
Number on roll: 706 (63 in sixth form)
Headteacher: K.E.R. Bryant, B.Sc.
Head of Needlework (Scale 2) required for January 1986 to be responsible for the subject which is currently taught to years 1 - 3 only. Ability to share the teaching of Home Economics and Parentcraft is essential.
Please apply in the first instance by letter to the Head of the School stating the names and addresses of two referees. [illegible] Outer London Allowance Payable. (01024) 133018

WILTSHIRE
EDUCATION COMMITTEE
THE RIDGEWAY SCHOOL
Inverary Road, Wroughton, Swindon, Wiltshire SN4 9DR
Required for January 1986 at this well-established purpose built mixed 11 - 18 comprehensive school with 1240 on roll.
A Head of Department, Scale 3, with successful experience of teaching to 'A' level for the Home Economics department of three teachers. A CPVE course has been introduced this term and candidates should be in sympathy with the approach and must be willing to join a small team of staff developing the course.
Assistance with removal and lodging allowance in approved cases.
Apply immediately by letter to the headmaster enclosing full c.v. and the names and addresses of two referees. (01761) 133018

Scale 2 Posts and above

HERTFORDSHIRE
HOME ECONOMICS ADVISORY TEACHERS
Required for January 1986.
Applications are invited from suitably qualified and experienced teachers for the above posts to work in primary and secondary schools in the county and help with teachers' courses.
The committee are seeking two enthusiastic and imaginative teachers with the ability to see a board concept of this within the curriculum.
Salary Burnham scale 3 or 4 according to experience. Car allowance
Further details are available from the County Education Officer, ref JD, County Hall, Hertford to whom applications should be made as soon as possible.
Please enclose a pre-paid addressed envelope.
(01160) 133020

NORTH YORKSHIRE
COUNTY COUNCIL
JOSEPH ROWNTREE SCHOOL
Haxby Road, New Earswick, York YO3 8BZ
Required for January 1986, at this 11 - 18 mixed comprehensive situated in pleasant campus near York, Scale 2 teacher to take charge of NEEDLEWORK within the Home Economics Department and teach the subject to CSe, 'O' and 'A' level.
Send s.a.e. for application form and further details to the Headmaster, Mr G. Mills, at the school, to whom completed forms should be returned within two weeks of the appearance of this advertisement.
(13752) 133020

Scale 1 Posts

BEXLEY
LONDON BOROUGH
CLEEVE PARK SCHOOL
Alma Road, Sidcup DA14 4ED
Tel: 01-300 7931
Required for January 1986 a teacher for HOME ECONOMICS to teach food and textiles across the age and ability range. Scale 1 post.
Letter of application and full CV as soon as possible to Headteacher. (18645) 133022

EALING
LONDON BOROUGH
Education Service
WALFORD HIGH SCHOOL
Bengarth Road, Northolt, Middlesex UB5 5LQ
Required as soon as possible on a temporary contract to cover a vacancy created by maternity leave, a teacher of Home Economics (mainly needlework).
London Weighting £1,038.
Application forms (from Chief Education Officer, Hadley House, 79-81 Uxbridge Road, Ealing W5 5SU (SAE please) to be returned by 18 October 1985. (01787) 133022

HEREFORD AND WORCESTER
COUNTY COUNCIL
HARRY CHESHIRE HIGH SCHOOL
Habberley Road, Kidderminster DY11 5PQ
Teacher for Home Economics, Scale 1, required from January 1986, to be a member of a thriving department with external examinations at C.S.E. and 'O' level.
Written applications with C.V. to Headmaster. (01863) 133022

KIRKLEES
METROPOLITAN COUNCIL
DIRECTORATE OF EDUCATIONAL SERVICES
WHITCLIFFE MOUNT SCHOOL
Turnsteads Avenue, Cleckheaton, West Yorks. BD19 3AQ
13 - 19 (1400+ 180 Sixth Form) (Ref 1114)
Required for January 1986 teacher of HOME ECONOMICS, SCALE 1 to teach throughout the age and ability range preferably up to 'A' level - the subject is taught at 16+, CSE and 'A' level.
Application forms and further particulars (s.a.e. please) from the Head Teacher at the school to whom completed forms should be returned within 14 days of this advertisement. [illegible] An Equal Opportunities Employer. (13751) 133022

NEWCASTLE UPON TYNE
CITY OF NEWCASTLE UPON TYNE
EDUCATION COMMITTEE
KENTON SCHOOL
TEACHER OF HOME ECONOMICS WITH NEEDLEWORK (SCALE 1 POST)
Required for January 1986, a suitably qualified and experienced teacher to teach Needlework to 'A' Level and willingness to be involved in development of new textiles courses, but also prepared to teach some home economics throughout the ability and age range 11 - 18.
Application forms are obtainable from and returnable to the Head Teacher, Kenton School, Drayton Road, Newcastle upon Tyne NE3 3RU by Friday, 18th October, 1985. (18637) 133[illegible]

WILTSHIRE
EDUCATION COMMITTEE
THE RIDGEWAY SCHOOL
Inverary Road, Wroughton, Swindon, Wiltshire SN4 9DR
Required for January 1986 at this well-established purpose built mixed 11 - 18 comprehensive school with 1240 on roll.
A temporary (for the remainder of the present academic year) teacher of Home Economics, Scale 1, able to teach to 'A' level and to be involved in CPVE.
Assistance with removal and lodging allowance in approved cases.
Apply immediately by letter to the headmaster enclosing full c.v. and the names and addresses of two referees.
(01763) 133022

Humanities

Heads of Department

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
CANTERBURY DIVISION
FRANK HOOKER SECONDARY SCHOOL
Canterbury
Due to the promotion of a Senior Teacher/Head of Humanities applications are invited from suitably qualified and experienced teachers to join the senior management team of the school.
In addition to curriculum considerations the successful applicant will be expected to cover a wide range of responsibilities, including general discipline and day to day organisation in the school.
Application forms and further details may be obtained from the Headmaster, on receipt of s.a.e., at the school in Knight Avenue, Canterbury. (01414) 133218

Scale 2 Posts and above

HARROW
CANONS HIGH SCHOOL
See advertisement under Secondary Humanities Scale 1 posts. (01206) 133280

Scale 1 Posts

BOLTON
RIVINGTON & BLACKROD HIGH SCHOOL
Rivington Lane, Horwich BL6 7RU
(11 - 18)
Required from 1.1.86 Teacher of Social Subjects in Humanities Faculty (Scale 1).
Further details available.
Application forms obtainable from Director of Education & Arts, P.O. Box 53, Paderborn House, Civic Centre, Bolton BL1 1JW to be returned to Head Teacher by 18th October, 1985.
(01707) 133[illegible]

BROMLEY
LONDON BOROUGH OF BROMLEY
BEAVERWOOD SCHOOL FOR GIRLS
Beaverwood Road, Chislehurst, Kent BR7 6HE
Required from 11 November 1985, a full-time teacher to take Geography throughout the school and some first year Humanities. Scale 1. Temporary appointment for the duration of a teacher's maternity leave.
For further details please see our advertisement under secondary schools, Geography, Scale 1 posts. (18163) 133[illegible]

HARROW
EDUCATION COMMITTEE
CANONS HIGH SCHOOL
Shaldon Road, Edgware, Middlesex HA8 6AN
Tel: 01-952 1614
A temporary teacher of HISTORY and HUMANITIES is required as soon as possible until the end of the summer term 1986. Canons is a multi-cultural comprehensive school for students aged 12 - 16.
The successful candidate will be required to teach History to O-Level and Integrated Humanities in the Lower School. A Scale 2 or 3 post is available for a teacher able to undertake additional responsibilities in the Humanities Department.
Preliminary visits are welcome. Outer London Allowance payable.
Application forms from the Head to be returned to the Head teacher by Monday 14th October.
Please enclose stamped addressed envelope. Harrow is an Equal Opportunities Employer.
(01203) 133[illegible]

SECONDARY HUMANITIES
continued

NEWHAM
LONDON BOROUGH OF NEWHAM
TRINITY SCHOOL
Barking Road, London E16 4DD
Head Teacher: A.P. Richardson
Number on roll: 550 boys
TEACHER OF HUMANITIES
Scale 1
Required: January 1986 or/AS SOON AS POSSIBLE to teach social studies in the upper school and humanities in the lower school through a world studies approach.
LONDON ALLOWANCE: £1,038 plus Social Priority Allowance.
Application forms (s.a.e. please) available from The Head Teacher to whom completed forms should be returned by 15th October 1985.
DIRECTOR OF EDUCATION, Education Offices, 379/383 High Street, Stratford, E15 4RD. (13898) 133222

RICHMOND UPON THAMES
LONDON BOROUGH OF RICHMOND UPON THAMES
(An Equal Opportunity Employer)
SHENE SCHOOL
Park Avenue, East Sheen SW14 8RG
HISTORY (Scale 1 plus Outer London Allowance)
Required as soon as possible, a well-qualified and enthusiastic teacher of History to join a successful department within the Humanities Faculty. The appointment is for this academic year until August 1986 in the first instance. The ability to contribute elsewhere in the Humanities will be an advantage.
Shene is an 11 - 16 mixed comprehensive school in attractive surroundings close to Richmond Park.
Application forms from the Acting Headmaster, to whom they should be returned by Friday 18th October. (13900) 133222

SHROPSHIRE
EDUCATION COMMITTEE
EQUAL OPPORTUNITIES EMPLOYER
THE JOHN HUNT SCHOOL
Gibbons Road, Trench, Telford
Required for January 1986, for two terms in the first instance, teacher of upper school Humanities (J.M.B. syllabus) and lower schoolReligious Education.
Application forms and details from the Head (SAE). (13721) 133222

Mathematics

Heads of Department

BROMLEY
LONDON BOROUGH OF BROMLEY
CATOR PARK SCHOOL FOR GIRLS
Lennard Road, Beckenham, Kent BR3 1QR
Number On Roll 730
Required for January 1986 at this Comprehensive school for girls, an enthusiastic and well qualified teacher as Head of Mathematics, Scale 4.
Application forms available from the Headmistress at the school (foolscap s.a.e. please) to whom completed forms should be returned by 15th October 1985. (01822) 133418

BURY
METROPOLITAN BOROUGH OF BURY
An Equal Opportunity Employer
EDUCATION DEPARTMENT
HEAD OF MATHEMATICS
(Scale 4)
Required for 1st January 1986 at Tottington High School, Laurel Street, Tottington, Bury BL8 3LY.
A well qualified and experienced teacher committed to development work in Mathematics and Computer Education.
Application forms and further details obtainable from and returnable to the Head Teacher at the School by Tuesday 15th October 1985. (16468) 133418

EALING
LONDON BOROUGH
EDUCATION SERVICE
VILLIERS HIGH SCHOOL
Boyd Avenue, Southall, Middlesex UB1 3BT
Required as soon as possible, a Head of Mathematics, Scale 4 to lead a strong, successful department. There are well-established courses to CSE and 'O' level, as well as appropriate courses for the less able.
At 'A' Level, there is a strong tradition of large groups for pure and applied mathematics and for statistics.
The mathematics department is also committed to a pilot scheme for CPVE.
London Weighting £1,038.
In appropriate cases subject to conditions, assistance may be granted.
For legal fees for house purchase, removal expenses, lodging subsistance and travel expenses whilst looking for accommodation.
Application forms and further details from C.E.O. Education Office, Hadley House, 79-81 Uxbridge Road, Ealing, W5 5SU (SAE) please, to be returned by 18th October 1985. (01401) 133418

SHROPSHIRE
EDUCATION COMMITTEE
EQUAL OPPORTUNITIES EMPLOYER
ORELETON PARK SCHOOL
Oreleton Lane, Wellington, Telford
Required for January 1986 Head of Mathematics (Scale 4). A well qualified and enthusiastic Head of mathematics is required at this 11 - 16 mixed comprehensive school.
Application forms and further details for the post from the Head (SAE) Closing Date 11th October 1985. (18438) 133418

SOUTH GLAMORGAN
CYNGOR SIR DE MORGANNWG
YSGOL GYFUN GYMRAEG GLANTAF, CAERDYDD
(11 - 18; Grwp 10; 950 o ddisgyblion)
ERBYN MIS IONAWR 1986 bydd angen:-
PENNAETH ADRAN MATHEMATEG (GRADDFA 4).
Athro/Athrawes gyda gradd anrhydedd a phrofiad cymwys mewn MATHEMATEG i drefnu a datblygu holl waith yr Adran.
Bydd ffurflenni cais ar gael o anfon amlen hunan gyfeiriedig i'r cyfeiriad isod. Dylid dychwelyd y ffurflenni cais o fewn 10 diwrnod ar ol ymddangosiad yr hysbyseb yn y Wasg.
L.J.A. Cule, Cyfarwyddwr Addysg, Swyddfa Addysg, Ffordd y Brenin, Caerdydd CF1 4IG. (01109) 133418

ST HELENS
METROPOLITAN BOROUGH COUNCIL
ST ANSELM'S R.C. HIGH SCHOOL
Boardmans Lane, St. Helens WA11 9BB
(11 - 16 years mixed Comprehensive; 575 on roll)
HEAD OF MATHEMATICS (SCALE 3)
The holder of this post will be responsible for the organisation of this subject throughout the school. An interest in Computer Studies would be an advantage.
Further details and application forms are available from the Headteacher to whom they should be returned as soon as possible. (18164) 133418

QUEEN ELIZABETH'S BOYS' SCHOOL
Queen's Road, Barnet, Herts. EN5 4DQ. 01-441-4646.
Comprehensive. Founded 1573. Roll 960. Sixth Form 120.
London Allowance £678 payable. Nearest tube station High Barnet. Situated edge of Green Belt.
Required JANUARY, 1986,
Head of Mathematics Faculty (Scale 4)
Well qualified teacher to provide positive leadership for large Faculty which includes Department of Computer Studies. Candidates should have experience in establishment and maintenance of sound Departmental working practices, good record of examination work to Oxbridge level and be willing to be involved in wide range of extra curricular activities organised by Faculty. Previous applicants considered.
Removal expenses and separation allowances available.
Apply in writing to Head Teacher with full c.v. and names of two referees, S.A.E.
Director of Educational Services. (7362)
AN AUTHORITY COMMITTED TO EQUAL OPPORTUNITIES
LONDON BOROUGH **barnet**

WALSALL
METROPOLITAN BOROUGH COUNCIL
HEAD OF MATHEMATICS
Scale 4
Required January 1986, an ambitious teacher to take control of an important department at this 11 - 18 comprehensive school which has a large sixth form.
For an application form and further details please send S.A.E. quoting post title to the Head Teacher, Joseph Leckie Comprehensive School, Walstead Road, Walsall.
Closing Date: 23.10.85.
Walsall is an Equal Opportunity Employer. (01868) 133418

Scale 2 Posts and above

BARKING AND DAGENHAM
LONDON BOROUGH OF BARKING AND DAGENHAM
ROBERT CLACK COMP. SCHOOL
Dagenham
(Roll 1500)
Required January, TEACHER OF COMPUTER STUDIES. Scale 1 or 2.
For further details see our advertisement under Secondary, Computer Education, Scale 2 and above.
(01603) 133420

BERKSHIRE
ASHMEAD SCHOOL
Northumberland Avenue, Reading
(Boys' 11 - 18 Comprehensive)
Required for January 1986. Experienced teacher to act as second in the Mathematics Department (Scale 2). The successful candidate will teach the subject throughout the age and ability range and will assist the Head of Department, as required, with all departmental matters.
Further details may be obtained from the Headmaster to whom application and C.V. should be forwarded as soon as possible.
Closing date 11 October 1985.
An Equal Opportunity Employer. (01184) 133420

BROMLEY
LONDON BOROUGH OF BROMLEY
THE RAMSDEN SCHOOL FOR BOYS
Gillmans Road, Orpington, Kent BR5 4LB
Tel: Orpington 31075
Headmaster: Mr. Lane, B.Sc.
6 Form Entry Comprehensive
Required for January 1986, an experienced and well qualified teacher to be second in the Mathematics Faculty Scale 3.
The successful applicant will be expected to teach Mathematics to all levels of ability in the main school and all aspects of Mathematics and Further Mathematics at G.C.E. Advanced Level.
The school is housed in modern buildings on a site shared with The Ramsden School for Girls. The Joint Sixth Form of 220 boys and girls offers a wide range of established G.C.E. 'A' level courses.
There is no need for previous applicants to re-apply.
Application forms available from the Headmaster at the school (foolscap s.a.e. please) to whom completed forms should be returned by 15th October 1985. (01839) 133420

BROMLEY
LONDON BOROUGH OF BROMLEY
CATOR PARK SCHOOL FOR GIRLS
Lennard Road, Beckenham, Kent BR3 1QR
No. on Roll: 795
Required for January 1986, at this comprehensive school for girls, a well qualified, experienced teacher o Mathematics, to be second in the Department - a Scale 3 post.
The holder of this post will be expected to teach mathematics throughout the school, including 'A' level work; to organise the development of the subject in the senior part of the school and to deputise, when necessary for the Head of Department.
Application forms can be obtained from the school, (Tel: 01-778 5917), where completed forms should be returned by 15th October 1985. (01823) 133420

BUCKINGHAMSHIRE
Equal Opportunity Employer
Beaconsfield/Chiltern Area
THE MISBOURNE SCHOOL
Great Missenden HP16 0BN
Headmaster: Mr D. Selman, B.A.
(750 boys and girls - 100 in 6th form)
Required from January 1986, full-time Teacher of Mathematics (Scale 2 or 3 according to experience). The successful candidate will be required to teach the full ability range, including Advanced Level.
Applications, as soon as possible and in writing please, to the Headmaster from whom further details can be obtained.
Tel: Great Missenden [illegible] 133420

CAMBRIDGESHIRE
(Equal Opportunity Employer)
BASSINGBOURN VILLAGE COLLEGE
Bassingbourne, Royston, Herts. SG8 5NJ
Required for January 1986, Second in Maths Department (Scale 2) with special responsibility for mathematics and the co-ordination of computer awareness in the lower school.
Application form and details from The Warden. (Please enclose s.a.e. please).
(13783) 133420

CROYDON
See Computing, Scale 2 and above column. (13895) 133420

CUMBRIA
COUNTY COUNCIL
WYNDHAM SCHOOL
Egremont CA22 2DQ
Mixed Comprehensive 11 - 18 years, 1190 on roll inc. 147 in 6th form
Required for January 1986, Second in Mathematics Dept. Scale 3. The successful candidate will work as a Senior Member of a team of 9 specialists involved in curriculum development across the age and ability range. There is full specialist accommodation and support.
Further details and application forms from the Head at the school to whom completed forms should be returned by 17 October 1985 (sae please). (01116) 133420

DYFED
COUNTY COUNCIL
REQUIRED FOR 1ST JANUARY, 1986
QUEEN ELIZABETH MARIDUNUM COMPREHENSIVE SCHOOL
Johnstown, Carmarthen
(Group 10)
Honours Graduate in MATHEMATICS to teach the subject across the ability range and to be responsible for Mathematics within the City and Guilds framework and to liaise with the Remedial Department (Scale 2).
Applications by letter including curriculum vitae and the names and addresses of two referees to the Headteacher by 17th October, 1985. Further particulars are available upon receipt of a stamped addressed envelope from the Headteacher.
W.J. PHILLIPS, Director of Education, Education Department, Pibwrlwyd, Carmarthen, Dyfed SA31 2NH. (01102) 133420

EAST SUSSEX
PATCHAM FAWCETT HIGH SCHOOL
Ladies Mile Road, Brighton BN1 8TX
Boys Comprehensive, 11 - 16. Roll: 750
From January 1986: Teacher of Mathematics (Scale 2) to be responsible for Mode III and Lower School Mathematics. Computer skills an advantage.
Relocation grants in approved cases.
Application forms (sae please) from and returnable to the Head Teacher.
(01938) 133420

GLOUCESTERSHIRE
COUNTY COUNCIL
(Equal Opportunities Employer)
BROCKWORTH SCHOOL
(No on roll 783)
MATHEMATICS TEACHER (SCALE 2)
Required for January 1986, well qualified and experienced teacher to be second in the Mathematics Department. The person appointed would share in the teaching of mathematics at all levels including 'A' level and would undertake certain responsibilities for the curriculum and administration within the department. Interest in computer resourced learning methods an added recommendation.
Applications by letter giving full curriculum vitae together with names and addresses of two referees to the Acting Headmaster, Brockworth School, Mill Lane, Brockworth, Gloucester GL3 4QF by October 11th.
Please enclose s.a.e. for further details.
(01165) 133420

HAMPSHIRE
THE HURST
Baughurst, Basingstoke RG26 5NL
Scale 3
N.O.R. 1150, 11 - 16 Mixed Comprehensive
Required January 1986 Teacher of Mathematics, to teach throughout the age/ability range to 'O' Level.
Post offers the Challenge of undertaking a major role in the further development of undertaking this successful department.
Responsible to the Head of Department.
Apply to the Headteacher by letter, giving full c.v. and names and addresses of two referees. (13859) 133420

KNOWSLEY
HEY COMPREHENSIVE
Huyton, Merseyside L36 5DG
(847 Boys and Girls, aged 11 - 16 years)
MATHEMATICS Scale 2
Assistant to the Head of Department, post suited to a well qualified ambitious teacher who seeks to be a head of Department.
Further details by sending s.a.e. to Headteacher.
Applications by letter giving c.v. and names of two referees to the school by 18.10.85. (01751) 133420

Somerset County Council

Applications are invited from qualified teachers for the following posts. Unless indicated otherwise application forms and details (SAE foolscap) from the head at the school.

SECONDARY:

THE WEST SOMERSET SCHOOL, ALCOMBE, MINEHEAD
(13-18 mixed comprehensive, nor 1100)
The school's catchment area includes Exmoor, the Brendon and Quantock hills, as well as the coastal areas.
Required as soon as possible, a qualified teacher of Mathematics, scale 1, to teach across the age and ability range of this upper school. Much examination work to CSE, O and A levels is undertaken in SMP Mathematics. The post will be temporary for one year in the first instance.
Apply by letter to the Head at the School, enclosing *curriculum vitae* and names of two referees.

THE KING ALFRED SCHOOL, HIGHBRIDGE, BURNHAM-ON-SEA
(11-18 mixed comprehensive, nor 1443)
For January 1986, Head of Computer Studies, scale 3, for this 11-18 school with new and expanding courses in partnership with MSC, AEB, and CGLI/BTEC.
Candidates with a proven record of success, and being also capable of teaching Mathematics to 'A' level.
Application form and further particulars (SAE please) from the Head at the school.
Closing date 14 October 1985.

BUCKLER'S MEAD SCHOOL, YEOVIL.
(11-16 mixed comprehensive, nor 1250)
Required for 28 October 1985, or as soon as possible thereafter, a temporary teacher scale 1, for Computer Studies and Mathematics. (Part-time Computer Studies would also be considered).
Applications by full letter to the Head at the school, or telephone (0935) 24454, for details.

STANCHESTER SCHOOL, STOKE-SUB-HAMDON.
(11-16 mixed comprehensive, nor 850)
For January 1986
Teacher of Mathematics, Scale 2.
A well qualified and experienced teacher is required to be responsible for 1st year mathematics and to take charge of lower school mathematics resources. The school is introducing the Kent Mathematics project so familiarity with individualised learning schemes would be an advantage.
Applications by letter to the Headmaster at the school with *curriculum vitae* and names of two referees. SAE for further details.
Closing date 14th October 1985.

SOMERSET
FROME COLLEGE, FROME.
(13-18 mixed comprehensive, nor 1500, and further education college combined, but on separate sites).
For January 1986, Head of Religious Education and Social Education, scale 3. An enthusiastic teacher is sought who can teach Religious Education to CSE, 'O' and 'A' level; who can supervise the Social Education programme, and with the knowledge and experience of Profiling as an aid to pupil achievement and guidance.
Application form and details (SAE) from the Principal at the College. Please endorse envelope with post title.

THE KINGS OF WESSEX V.C. UPPER SCHOOL, CHEDDAR.
(13-18 mixed comprehensive, nor 916, 170 in sixth)
For January 1986, graduate science teacher, scale 2. To co-ordinate main school general science, including a large share of 'O' and 'A' level Chemistry, and a little 'A' level Biology.
A scale 1 appointment could be considered.
Applications by full letter to the Head at the school, enclosing SAE for details of post and school.
Interviews will be held on Tuesday 29 October 1985.

ST. DUNSTAN'S SCHOOL, GLASTONBURY.
(11-16 mixed comprehensive, nor 680)
Re-advertisement.
For January 1986, teacher of Mathematics and Technical Drawing, scale 1, to 'O' level.
Previous applicants will be reconsidered.
Applications by letter, as soon as possible, with full *curiculum vitae* and names of two referees.

PRESTON SCHOOL, YEOVIL.
(11-16 mixed comprehensive, nor 1047)
For January 1986, two teachers of Art, scale 1. One post to be a permanent full-time appointment, the other post a part-time vacancy to teach eight tenths of the timetable, temporary appointment for a period of two terms.
Applications by letter, as soon as possible, to the Head at the school, with full *curriculum* vitae and names of two referees. SAE for further details.

SPECIAL SCHOOLS

PENROSE SCHOOL, BRIDGWATER
(2-16 age range ESN(S) School, nor 45)
required as soon as possible.
Teacher, scale 1, plus special schools allowance, for the special care area in this school for students with severe learning difficulties. This is a temporary appointment to cover for a maternity leave.
Application forms and further particulars (SAE please) from the Headteacher, Penrose Special School, Albert Street, Bridgwater, Somerset.

PRIMARY HEADSHIP.

PORLOCK C.E.V.A. FIRST SCHOOL, NEAR MINEHEAD
For April 1986, Head for this group 2 school. Applicants must be communicant members of the Anglican Church. Vacancy due to promotion of the present Head. Application form and further details (SAE please) from the Staffing (T) Section, Education Department, County Hall, Taunton, TA1 4DY.
Closing date 24 October 1985.

PRIMARY

BIRCHFIELD COUNTY PRIMARY, YEOVIL
(nor 463)
For April 1986, teacher, scale 2, to be responsible for language throughout the school.
Closing date 23 October 1985.

MILFORD COUNTY INFANTS, YEOVIL.
(nor 280)
For January 1986:
1. Deputy Head for this group 4 school.
   Applications are invited from experienced and enthusiastic infant teacher with a commitment to a child centred approach.
   Re-advertisement, previous applicants will be reconsidered.
   Closing date 1 November 1985.
2. Enthusiastic infant trained teacher, scale 1.
   A temporary appointment in the first instance, with a possibility of becoming permanent.
   Closing date 14 October 1985.

Application forms and details (SAE please) from the Head at the school.
7263

SECONDARY MATHEMATICS
continued

HARINGEY
Progress with Humanity

GLADESMORE COMMUNITY SCHOOL
Gladesmore Road, Tottenham, N15 6TJ
Tel: 01-800 0884
11 - 16 years. Co-educational. Comprehensive, Community School. 1200 on roll, with 120 in the 6th Form.
Headteacher: Helen Marmot
Required for January 1986
MATHEMATICS TEACHER, SCALE 2
to join a thriving department of eleven specialists. The subject is taught throughout the School to 'O' and 'A' Level and C.S.E. Both mixed ability teaching and Setting are maintained. The Faculty use extensively the SMILE individual system, in conjunction with the new integrated Mathematics Scheme, and hence a variety of teaching styles are available.
Please apply by letter to the Head of the School by Monday, 14 October 1985.
Special Priority Allowance £801/2076.
London Allowance (£1,038) payable.
Removal Expenses - 100% allowed in approved cases.
Harinsey is an equal opportunity employer.
(13698) 133420

LEICESTERSHIRE COUNTY COUNCIL
An Equal Opportunity Employer

COUNTESTHORPE COLLEGE
Winchester Road, Countesthorpe, Leicester LE8 5PR

(14 - 19 Upper)

Roll 1100

MATHEMATICS Scale 2/3

Required January, a Mathematician to teach up to CSE/'O' level initially, but with the skills to teach 'A' level in the future. The post is in a team of teachers who share responsibility for a multi-disciplinary curriculum and the pastoral care of students. A commitment to mixed ability and an exploratory approach is essential. There is considerable scope for personal development. Scale 3 is available for a suitably qualified candidate.

Please contact the Headteacher for further details and application forms (6AE1. (01130) 133420

LEICESTERSHIRE COUNTY COUNCIL
An Equal Opportunity Employer

EARL SHILTON COMMUNITY COLLEGE
Heath Lane, Earl Shilton, Leicester LE9 9JL

(14 - 18 Upper)

Roll 761

MATHEMATICS SCALE 3

Required January 1986, second in Mathematics to join department of seven specialists and teach to all levels including 'A' level.

Please contact the Headteacher for further details and application forms (6AE1. (01130) 133420

NEWHAM
LONDON BOROUGH OF NEWHAM

LISTER COMMUNITY SCHOOL
St. Mary's Road, London E13 9AE
Head Teacher: Mr E.J. Thomas
Number on roll 1000
TEACHER OF MATHEMATICS Scale 2
Required January 1986. A suitably qualified and experienced graduate of Mathematics required to join a successful department. This post will carry special responsibility for developing appropriate programmes for less able pupils. Visits welcome.
London Allowance £1,038 plus Social Priority Allowance.
Application forms (s.a.e. please) available from the Head Teacher to whom completed forms should be returned by 15th October 1985.
Director of Education, Education Office, 313/317 High Street, Stratford E15 4RD. (13737) 133420

NORTH YORKSHIRE
COUNTY COUNCIL

JOSEPH ROWNTREE SCHOOL
Haxby Road, New Earswick, York YO3 8DZ
Required for January 1986, at this 11 - 18 mixed comprehensive situated in pleasant campus near York, an experienced graduate teacher of MATHEMATICS Scale 2 to teach throughout the school to 'O' and 'A' level. The areas of responsibility will depend on the interests of the successful applicant.
Send s.a.e. for application form and further details to the Head Master, Mr G. Wills, at the school, to whom completed forms should be returned within two weeks of the appearance of this advertisement. (13753) 133420

SUFFOLK
COUNTY COUNCIL

STOKE HIGH SCHOOL
Maidenhall Approach, Ipswich IP2 8SL
11 - 16 mixed comprehensive (approx 1,000).
Required January 1986
TEACHER OF MATHEMATICS Scale 2 to teach a wide range of age and ability including examination work. The school has excellent computer facilities and established courses in computer studies and computer awareness and an interest in that area will be an advantage.
Application forms and details available from the Headmaster on receipt of s.a.e. completed forms to be returned immediately. (01524) 133420

SUFFOLK
COUNTY COUNCIL

STOWMARKET HIGH SCHOOL
Onehouse Road, Stowmarket (mixed comprehensive 13 - 18: 850 on roll)
Required for January, 1986, Scale 3
MATHEMATICS
Application forms and further details from the Headteacher at the school concerned (s.a.e. please) to whom forms should be returned as soon as possible. (01257) 133420

SUFFOLK
COUNTY COUNCIL

NORTHGATE HIGH SCHOOL
Sidegate Lane, Ipswich IP4 3DH
11 - 18 mixed comprehensive, roll 1515 including 450 in the sixth form.
Required January 1986
SECOND IN THE MATHEMATICS DEPARTMENT SCALE 3. The successful candidate will be expected to teach pupils of all ages and abilities, including those working to 'A' level and to assist in the organisation of Further Mathematics level work in the large department. (Ability to teach Statistics to Further Mathematics level would be an added advantage).
Application forms and details obtainable from the Head at the school (s.a.e. please) of a.s.o. closing date for application 18 October. (13749) 133420

SUTTON
LONDON BOROUGH OF SUTTON

A SHEALTON HIGH SCHOOL FOR GIRLS
West Street, Carshalton, Surrey SM5 2QX
Tel: 01-661 8864
MATHEMATICS - Scale 3
Required for January 1986 in this 11 - 18 mixed 11 form entry high school. Mathematics is a compulsory subject in years 7 to 9 (Y7 to Y9) and in the 6th form to O/A level and as part of a CPVE course. The Department is forward looking and interested in supplementing new ideas.
Applications by letter to the Headteacher including c.v. and the names and addresses of two referees to be received within 14 days of the appearance of this advertisement. (13744) 133420

WEST SUSSEX
IMBERHORNE SCHOOL
Imberhorne Lane, East Grinstead, Sussex
Mixed comprehensive, 11 - 18, 1550 on roll, 230 in sixth form. SCALE 3 MATHEMATICS
Required for January 1986 graduate Teacher (Scale 3) to act as second in the department and help continue the implementation of Cockcroft 243 from first year mixed ability to Oxbridge further Maths (SMP). Prospects/possibilities open to negotiation. Apply in writing to Headteacher (E.G. 29421). (16459) 133420

WEST SUSSEX
BISHOP LUFFA C.E. (AIDED) SCHOOL
Bishop Luffa Close, Chichester PO19 5LT
(Group 11, 11 - 18 mixed comprehensive)
Required January 1986, well qualified graduate to fill vacancy in Mathematics Department. Scale 2 post available for those with some experience but applications also welcome from those seeking Scale 1 post. Mr. M. Wilson to be welcome followed.
Forms and details from Headmaster on receipt of s.a.e. Assistance with removal and resettlement expenses in approved cases. Closing date 9th October, 1985. (18154) 133420

WEST SUSSEX
ANNWOOD COMMUNITY COLLEGE
School Lane, Selsey PO20 9HH
(Group 9)
Required January 1986 Scale 2 teacher for Mathematics to teach throughout the school.
Forms and details from Headmistress on receipt of s.a.e. Assistance with removal and resettlement expenses in approved cases. (01434) 133420

WEST SUSSEX
BERKSHIRE
BULMERSHE SCHOOL
Claigmore Way, Woodley, Reading RG5 3EL
N.O.R. 1565
Required for January a teacher of Computer Studies and Mathematics (Scale 1).
Send letter of application with c.v. names of referees and s.a.e. to the Headmaster at the school. Closing date: 11th October.
An Equal Opportunity Employer. (06594) 133422

BERKSHIRE
ROYAL COUNTY OF BERKSHIRE
SHERBORNE GRAMMAR SCHOOL
Pangbourne Road, Reading, Berks. RG7 5BN
N.O.R. 670, 180 in 6th form. (Selective Girls' Grammar)
Required for January 1986, a graduate Mathematician (Scale 1) to teach Mathematics to 'O' and 'A' level. Duties to include teaching Computing to 'O' level and Computer Studies.
Applications by letter with full curriculum vitae, to the Headmistress by the specified date. Closing date: 18th October.
An Equal Opportunity Employer. (06597) 133422

BEXLEY
LONDON BOROUGH OF RIVERSIDE SCHOOL
Lovibonds Ave., Erith, Kent DA18 4AW
Tel: 01-310 0111
Required January Teacher required for January 1986 or as soon as possible (Scale 2) to join enthusiastic successful mathematics department.
Send full c.v. together with details of 2 referees to the Head teacher, enclose s.a.e. for application form.
Closing date for receipt of application 18th October 1985.
Interviews will be held on 24th October 1985.
Riverside is an 11 - 18 mixed comprehensive (approx 1,000 pupils) situated in Erith, Kent.

CROYDON
LONDON BOROUGH OF CROYDON

ST. JOSEPH'S COLLEGE
Beulah Hill, London SE19 3HL

Tel: 01-761 1426.7

Tenable: January 1986

R.C. Voluntary Aided 1060 Boys, 11 - 18 - 160 in Sixth Form

Conducted by the De La Salle Brothers

Teacher of Mathematics required to join a Department of eight teachers and to share in the teaching of the subject preferably up to 'A' level.

Salary - Burnham Scale: 1 or 2 depending on experience with London Area Allowance.

This post is exempt from LMSC provisions but applications from employees of the GLC or MCC's with relevant experience will be welcome.

Please send SAE for application form, from and completed to the Head Teacher at the above address as soon as possible. (01186) 133422

DEVON
Please see displayed advertisement on Page 69. (13764) 133422

ESSEX
HELENA ROMANES SCHOOL
Parsonage Downs, Great Dunmow CM6 2AU
Tel: 0371 6560/3362
Roll 1200
MATHEMATICS SPECIALIST, Scale 1
Required January, 1986, or earlier, possibility Sixth Form work. Attractive successful department, good facilities. Rural co-educational school midway London-Cambridge.
Please apply immediately to Headteacher with curriculum vitae and referees (include phone numbers and code) (foolscap s.a.e. please).

SHENFIELD SCHOOL
Alexander Lane, Seafield, Brentwood
Tel: Brentwood 0277 219131
(Roll 1132)
MATHEMATICS, scale 1
Required January, 1986, to join an enthusiastic successful department on a permanent or temporary appointment. An interest in Computer Studies could be accommodated.
Curriculum vitae and names of two referees to Headteacher (foolscap s.a.e. please). (01149) 133422

HAMPSHIRE
BELLEMOOR SCHOOL
Eastleigh SO51 2QU
(13 - 16 Comprehensive NOR 600)
Scale 1
Required promptly Teacher of Mathematics.
Tel: Southampton 772737 (01070) 133429

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
GRAVESHAM DIVISION
SOUTHFIELDS SCHOOL
Singlewell Road, Gravesend, Kent DA11 7RF
Roll: 680
This is a Thames-side High School, age range 11 - 16 with courses to G.C.E. and C.S.E.
Required for January, 1986, a Teacher of Mathematics, Scale 1 - 2. Duties to be in the school, experience is not necessary, a lively interest in the subject is essential.
Application forms and further details are available from the Headmaster at the school, closing date 18th October, 1985.

THAMESVIEW SCHOOL
8 Thong Lane, Gravesend, Kent DA12 4LZ
(Group 10)
Acting Headmaster - Mr. J.J. Mathers
Required for January, 1986, a teacher of Mathematics, Scale 1, to teach up to C.S.E. and G.C.E. 'O' level. The successful candidate will be expected to teach across the whole age range from 11 to 16 and to assist with Sixth Form work. The department consists of 7 full-time teachers and 4 part-time teachers, and has an excellent record of public examination success.
Thamesview School opened in September, 1985, and now occupies purpose built accommodation and serves a large private housing estate in the Thames-side area on the east of Gravesend. The school is already over-subscribed 11 - 12 with a school of 1064 pupils within the Thames-side system of secondary education.
Applicants should apply in writing, stating details of qualifications and experience to the Headmaster, two references, to the Headmaster at the school, as soon as possible.

CANTERBURY DIVISION
FRANK MONTGOMERY SECONDARY SCHOOL
Required as soon as possible for a part-time teacher for Mathematics, to join Science mainly with Junior work.
Apply to the Head Teacher at the school, Willards Hill, Sturry, Near Canterbury (s.a.e. please).

MAIDSTONE DIVISION
THE ARCHBISHOP'S SCHOOL
Oakwood Road, Maidstone ME16 8AR
A 13 - 18 mixed High School in Thames-side schools.
Required January 1986, Scale 1 teaching Mathematics, interest in Computer Studies an advantage.
Enclosed s.a.e. to Head Master for further details and application forms are available from the Head Teacher at the school.

BARKING AND DAGENHAM
LONDON BOROUGH OF BARKING AND DAGENHAM

ROBERT CLACK COMPREHENSIVE SCHOOL
Goatfield Road, Dagenham, Essex
(Roll 1500)
Required as soon as possible: Assistant teacher of Mathematics to join a strong team in this large, successful school. Scale 1 plus £1,038 per annum Inner London Allowance.
Reimbursement of removal expenses in approved cases.
Apply in writing immediately to the Headteacher giving full curriculum vitae and names and addresses of two referees one of whom should be your present or immediate past employer.
An equal opportunity employer. (01607) 133428

BERKSHIRE
BULMERSHE SCHOOL
Claigmore Way, Woodley, Reading RG5 3EL
N.O.R. 1565
Required for January a teacher of Computer Studies and Mathematics (Scale 1).
Send letter of application with c.v. names of referees and s.a.e. to the Headmaster at the school. Closing date: 11th October.
An Equal Opportunity Employer. (06594) 133422

BERKSHIRE
ROYAL COUNTY OF BERKSHIRE
SHERBORNE GRAMMAR SCHOOL
Pangbourne Road, Reading, Berks. RG7 5BN
N.O.R. 670, 180 in 6th form. (Selective Girls' Grammar)
Required for January, 1986, a graduate Mathematician (Scale 1) to teach Mathematics to 'O' and 'A' level. Duties to include teaching Computing to 'O' level and Computer Studies.
Applications by letter with full curriculum vitae, to the Headmistress by the specified date. Closing date: 11th October.
An Equal Opportunity Employer. (06597) 133422

BEXLEY
LONDON BOROUGH OF RIVERSIDE SCHOOL
Lovibonds Ave., Erith, Kent DA18 4AW
Tel: 01-310 0111
Required January Teacher required for January 1986 or as soon as possible (Scale 2) to join enthusiastic successful mathematics department.
Send full c.v. together with details of 2 referees to the Head teacher, enclose s.a.e. for application form.
Closing date for receipt of application 18th October 1985.
Interviews will be held on 24th October 1985.
Riverside is an 11 - 18 mixed comprehensive (approx 1,000 pupils) situated in Erith, Kent.

EALING
LONDON BOROUGH OF EALING
Education Service
ELLEN WILKINSON HIGH SCHOOL
Queens Drive, London W5 4HP
Required from January 1986, on a temporary contract to cover an absence created by maternity leave, a Mathematics Teacher.
An ability to teach Advanced Level Mathematics, particularly Applied Mathematics, would be considered an advantage.
A permanent post may be available in the future for a suitable applicant.
London Weighting £1,038 p.a.
Application forms from the Chief Education Officer, Hanwell Road, London W5 3BU (tel: 01-579 5866) to be returned by 11 October 1985. (01900) 133421

KNOWSLEY
BRUNTWOOD COMPREHENSIVE
Kirkby, Merseyside L33 7UA

(1885 Boys and Girls, 11-18, 175 in Sixth Form. S.P.G. payable)

Required for January 1986, Mathematics Scale 1 (1). Teacher required to join a department teaching to 'A' level 'O' and CSE levels. An interest in developing the recommendations of Cockcroft Report and/or in teaching computer studies or statistics would be helpful.

Further information by application s.a.e. to the Headteacher.

Applications should be by letter with full c.v. to the school. Two references should be named. Closing date 18.10.85. (01774) 133419

LINCOLNSHIRE
CORDEAUX HIGH SCHOOL
High Holme Road, Louth LN11 0HG

(Group 8. Roll 781)

Mathematics Teacher Scale 1 required for January 1986 (some flexibility on whole age range in the 11 - 16 school. Possibility of free board and lodging in simple accommodation in the Senior Boys' Boarding House in exchange for supervisory duties.

SAE to Head for application form. Closing date 18th October 1985. (L.O.4101. (01138) 133424

NEWHAM
LONDON BOROUGH OF NEWHAM

ST JOHN'S CATHOLIC SCHOOL
Green Street, London E13 9AX
Head Teacher: Mr E.J.M. Lewis

TEACHER OF MATHEMATICS Scale 1
January 1986. A graduate required with Mathematics to 'A' level and a Catholic graduate required to take responsibility for the Mathematics department. Applicants should be willing to take part in the Mathematics curriculum development project. Scale 2 would be considered for a suitable applicant.

Application forms from the Head Teacher to whom they should be returned by 18th October 1985. (01442) 133422

SOLIHULL
EDUCATION COMMITTEE
SMITH'S WOOD SCHOOL
Windward Way, Chelmsley Wood, Birmingham B36 0UB
Tel: 021-770 6811
Required for January 1986 a full-ability School Mathematics Teacher to Scale 1 throughout the School.
Apply by letter to the Headmaster enclosing c.v. and s.a.e., from whom further details available. (13747) 133422

ST HELENS
METROPOLITAN BOROUGH OF ST HELENS
RIVINGTON HIGH SCHOOL
Rivington Road, St. Helens, WA10 4AN
Required for January 1986 a comprehensive 678 on roll) graduate with sound teaching experience and high expectations to lead this major department. Courses in French and German are offered to GCE 'A' level.
Application forms available from the Head Teacher to whom they should be returned by 18th October 1985. Please enclose a S.A.E. (13647) 133416

CAMBRIDGESHIRE
(Equal Opportunity Employer)
MELBOURN VILLAGE COLLEGE
Required from January, HEAD OF MODERN LANGUAGES Scale 4, able to teach French and German.
Immediate application to the Warden at the College, The Moor, Melbourn, Royston, Herts. SG8 6EF, for details).
(1648) (13796) 133618

EALING
LONDON BOROUGH OF EDUCATION SERVICE
DORMERS WELLS HIGH SCHOOL
Dormers Wells Lane, Southall, Middx. UB1 3HZ
HEAD OF MODERN LANGUAGES - Scale 3
Required for January 1986. A well qualified and experienced teacher to lead and further develop a successful small modern languages department.
Courses are currently offered to CSE and 'O' level in both French and German. Sixth Form are currently being prepared for 'A' level examinations.
Further development could include 'A' level examinations and the possible assumption of responsibility for Asian Community languages.
London Weighting Allowance £1,038 pa plus SPA.
Application forms available from the Chief Education Officer, Hadley House, 79-81 Uxbridge Road, London W5 5SU (tel: 579 5866) to be returned by 18 October 1985. (01801) 133618

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
GRATHAM HOUSE
FAIR ACRE SCHOOL
Ramsgate, Kent
Tel: (0843) 581075)
670 Boys, 5th Form 200
Required January 1986, or later if necessary, good honours graduate as Head of Languages faculty. Scale 3. Preference for those able to teach French and German, one at least of them to Oxbridge scholarship standard. Within the faculty Latin also is taught to A level, Spanish to O level. Strong, highly committed leader required to develop the work of this successful faculty still further both in and out of school.
Letters of application with CV and names and addresses of two referees to the Headteacher at the school by 14th October. (01428) 133618

MERTON
LONDON BOROUGH OF MERTON
EDUCATION COMMITTEE
MERTON IS AN EQUAL OPPORTUNITIES EMPLOYER
RAYNES PARK HIGH
Bushey Road, London SW20 0JA
Tel: 01-946 4112
Head Teacher: Mr. J.D. Massey
Age Range: 13 - 18 years
No. on roll: 1150
Required January, 1986 Head of Modern Languages Scale 4, applicant should have suitable experience, good qualifications and be able to offer French with German.
CLOSING DATE: 18th October, 1985.
Application forms and further particulars of the post are available from the Head Teacher at the above address. Please enclose stamped addressed envelope. (01939) 133618

SUFFOLK
COUNTY COUNCIL
RUSHMERE HIGH SCHOOL
Rushmere Road, Beccles, Suffolk NR34 9PQ
(13 - 18: 1135 pupils
Required first January, 1986, Scale 3 Head of Modern Languages to lead a department which attracts large groups of students and which has consistently achieved above average results. French, German and a Nordic Italian are taught, but a French specialist would be particularly welcome.
An application forms and further details available from the Headteacher at the above address (s.a.e. please) to whom they should be returned by 14th October 1985. (01585) 133618

TEACH ON EXCHANGE or go on a course abroad. See Overseas column and Education Courses column. (05487) 133618

Modern Languages

Heads of Department

BERKSHIRE
BEECHWOOD SCHOOL
Long Readings Lane, Slough SL2 5BY
N.O.R. 503
Required as soon as possible, Head of French to a 'Level. Graded tests. Enthusiastic and well organised teacher sought. Scale 3 according to experience.
Apply to the Headteacher (Slough 20473). Closing date: 31st October.
An Equal Opportunity Employer. (06591) 133618

BEXLEY
LONDON BOROUGH OF BEXLEY
SCHOOL FOR GIRLS
Hurst Road, Bexleyheath, Kent DA6 8AB
Tel: 01-304 6311
Required for January 1986 a graduate with Good Honours and experience and high expectations to lead this department. Courses in French and German are offered to GCE 'A' level.
Application forms available from the Head Teacher to whom they should be returned by 18th October 1985. Please enclose a S.A.E. (13647) 133616

ST HELENS
METROPOLITAN BOROUGH OF ST HELENS
RIVINGTON HIGH SCHOOL
Rivington Road, St. Helens, WA10 4AN
Required for January 1986 a comprehensive 678 on roll) graduate with sound teaching experience and high expectations to lead this department. Courses in French and German are offered to GCE 'A' level.
Application forms available from the Head Teacher to whom they should be returned by 18th October 1985. Please enclose a S.A.E. (13647) 133616

Scale 2 Posts and above

BOLTON
METROPOLITAN BOROUGH WITHINGTON SCHOOL
Chorley Road, Bolton BL2 6JB
MODERN LANGUAGES SCALE 2
Enthusiastic and resourceful teacher required from 1 January 1986 to teach French to 16+ level. Ability to help with German an advantage.
Further details available from Director of Education, Paderborn House, Civic Centre, Bolton BL1 1JW to be returned to Head Teacher by 16 October 1985. (01705) 133630

TEACH ON EXCHANGE or go on a course abroad. See Overseas column and Education Courses column. (05438) 133620

WAKEFIELD
CITY OF WAKEFIELD METROPOLITAN DISTRICT COUNCIL
SUPPLY TEACHING PERMANENT DISTRICT SUPPLY
Required as soon as possible a Scale 2 teacher to join the Permanent District Supply Teaching General subjects in Middle and Secondary Schools. Ability to teach a Modern Language would be an advantage, but candidates should indicate their special strengths and experience.
Application forms available (s.a.e. please) from Education Office, 2 Bond Street, Wakefield, to be returned within 14 days of the date of this advertisement. (01638) 133620

EAST SUSSEX
HAMPDEN PARK SCHOOL
Brodrick Road, Eastbourne BN22 9RG
Comprehensive, mixed, 11 - 16. Roll 990
From January 1, 1986: sufficiently qualified and experienced teacher (Scale 2) to take charge of German within the Modern Languages Department.
Relocation grants available in approved cases.
Application forms (see please) from the Head Teacher. (13467) 133620

ESSEX
THORPE BAY HIGH SCHOOL
Southchurch Boulevard, Southend-on-Sea SS2 4UY
Tel: (0702) 586193
(Roll 1900)
TEACHER OF LANGUAGES. Scale 2
Required January, qualified teacher as second in Languages Department, French, German, European Studies taught to examination level. Teaching date: Tuesday 15th October, 1985.
Application form and further details from the Headteacher (foolscap s.a.e. please). (01884) 133620

HAMPSHIRE
CALTHORPE PARK SCHOOL
Ritches Lane, Fleet, Hampshire
N.O.R. 1033
(Comprehensive Mixed 11 - 16)
Required for January 1986, for earlier if possible, a teacher (Scale 2) of Spanish in this 11 - 18 mixed comprehensive school. Ability to teach French essential.
Please apply by letter to the Headteacher.
Closing date 21 October 1985. (13723) 133620

HEREFORD AND WORCESTER
COUNTY COUNCIL

WOLVERLEY HIGH SCHOOL
Blakeshall, Wolverley, Kidderminster DY11 5XQ
Required from January 1986 well qualified and experienced graduate to teach French to 16+ and advanced level, with some German and to act as second in Department. Scale 3.
Please apply to Headteacher with C.V. (01864) 133620

HERTFORDSHIRE
HABERDASHERS' ASKE'S SCHOOL
Elstree, Herts. WD6 3AF
(HMC - Independent - 1300 boys - 500 in sixth)
Required from January to July 1986, Temporary Teacher of FRENCH and GERMAN.
Junior Independent School section. (01095) 133620

KIRKLEES
METROPOLITAN COUNCIL DIRECTORATE OF EDUCATIONAL SERVICES
MIRFIELD HIGH SCHOOL
Kitson Lane, Mirfield, West Yorkshire WF14 8EZ
(Roll 1150)
Required for January 1986 for the Modern Languages Department of this 13 - 18 Comprehensive school (1250 - 275th form) an experienced teacher to be second in the MODERN LANGUAGES DEPARTMENT (Scale 2), who must be able to teach French and German to 'A' level. The post is SCALE 2.
Application forms obtainable from the Head Teacher at the above address (Tel: 0924 492068) to be returned to the Head Teacher at the school to whom completed forms should be returned within 14 days of this advertisement.
An Equal Opportunity Employer. (13777) 133620

SHROPSHIRE
EDUCATION COMMITTEE

OLDBURY WELLS
Bridgnorth, Shropshire

Required for January 1986, or earlier if possible, a teacher (Scale 2) of Spanish in this 11 - 18 mixed comprehensive school. Ability to teach French essential.

Please apply by letter to the Head Teacher.

Closing date 21 October 1985. (13723) 133620

SUNDERLAND
BOROUGH OF SUNDERLAND EDUCATION DEPARTMENT
BARNWELL SCHOOL
Springwell Road, Sunderland SR4 8EA
(Group 8)
Required for January, 1986: **TEACHER OF FRENCH TO 'O' LEVEL.** Possibility of extension to Scale 2 salary.
Application forms obtainable from the Headteacher at the school on receipt of a stamped addressed foolscap envelope to be returned to him by 16th October. (01707) 133630

WAKEFIELD
CITY OF WAKEFIELD METROPOLITAN DISTRICT COUNCIL
SUPPLY TEACHING PERMANENT DISTRICT SUPPLY
Required as soon as possible a Scale 2 teacher to join the Permanent District Supply Teaching General subjects in Middle and Secondary Schools. Ability to teach a Modern Language would be an advantage, but candidates should indicate their special strengths and experience.
Application forms available (s.a.e. please) from Education Office, 2 Bond Street, Wakefield, to be returned within 14 days of the date of this advertisement. (01638) 133620

Scale 1 Posts

BARNET
LONDON BOROUGH

COPTHALL SCHOOL
Pean Street, Mill Hill, London NW7 3EP
Tel: 01-959 1851
Girls comprehensive, roll 1040, 6th-form 150
Required January 1986 for two terms only, temporary, part-time (.4) qualified teacher of FRENCH (Scale 1) to share in work of large and highly successful department. Ability to teach a little CLASSICAL STUDIES a definite advantage.
Apply in writing to Head Teacher with full C.V. and names of two referees (S.A.E.). Director of Educational Services. (01897) 133622

BERKSHIRE
PARK HOUSE COMPREHENSIVE
Andover Road, Newbury RG20 5BG
Required for beginning of November 1985 a Temporary Full Time Teacher of German French and European Studies. The appointment is to cover maternity leave.
Apply in writing as soon as possible to the Headmaster giving names and addresses of two referees. No closing date.
An Equal Opportunity Employer. (01165) 133622

BERKSHIRE
THE BULMERSHE SCHOOL
Claigmore Way, Woodley, Reading RG5 3EL
N.O.R.: 1565
Required for January 1986, a Scale 1 graduate to teach French in a lively, well-equipped language faculty.
Letter of application to Headteacher at the School, giving names and addresses of two referees, (SAE please).
Closing date: 11th October, 1985.
An Equal Opportunity employer. (01172) 133622

BROMLEY
LONDON BOROUGH OF BROMLEY

THE RAMSDEN SCHOOL
Tubbenden Lane, Orpington, Kent BR5 4LB

Tel: Orpington 31075

Headmaster: M. Lane, B.Sc.

6 Form Entry Comprehensive

Required for 18th November 1985 a well qualified assistant teacher in the Modern Languages Faculty: Scale 1. Temporary appointment for the duration of a teacher's maternity leave.

The successful applicant will be required to teach French and/or Spanish and ability range and to the school.

The school is housed in modern accommodation and is shared with The Ramsden School for Girls (1,000 on Sixth Form of 220 boys and girls offers a wide range of established G.C.E. 'A' level courses.

Applications in the first instance should be by letter, enclosing a c.v. together with names, addresses and telephone numbers of two referees, to the Headmaster, the school by 25th October, 1985. (01840) 133622

CAMBRIDGESHIRE
(Equal Opportunity Employer)
CITY OF ELY COMMUNITY COLLEGE
Required from January, Teacher of German with French Scale 1. From January to July 1986 the post will be at Littleport Village College and for those two terms a Scale 2 allowance is available for an applicant willing to be responsible for Modern Languages in the College.
Application forms and details from the Warden, Littleport Village College, Parsons Lane, Littleport, Ely, Cambs. CB6 1JT. (SAE please). (13787) 133622

DERBYSHIRE
See Derbyshire Display advert post reference NE 104, Page 70. (01135) 133622

ESSEX
THE APPLETON SCHOOL
Croft Road, Benfleet (Roll 1413)
(Roll 1600)
TEACHER OF FRENCH, Scale 1
Required January, to teach pupils throughout the age and ability range in this 11 - 16 comprehensive school. Temporary post in first instance.
Curriculum vitae and names of two referees to Headteacher (foolscap s.a.e. please).

THE HAMPTON SCHOOL
Spinks Lane, Witham CM8 1SP
Tel: (0376) 512811
(Roll 1600) 11 - 18 Mixed Comprehensive)
MODERN LANGUAGES, Scale 1
For January, 1986, well qualified enthusiastic teacher of French Possibility of two term temporary post, or permanent appointment: for suitable applicant.
Please apply immediately by letter (foolscap s.a.e.) or phone to the Headteacher. Tel: Weybridge 48182

CORNWALL EDUCATION COMMITTEE
There is a Removal Expenses Scheme for teachers taking up permanent appointments from outside the County.

COMPREHENSIVE SCHOOLS

Callington School, Launceston Road, Callington, Cornwall PL17 7BT.
Group 11, No. On Roll 1195, Sixth Form Of 120.
Computers across the curriculum: Scale 2
Required in January 1986, a teacher to accept responsibility for the use of computers in all areas of the curriculum. A purpose built Computer/Resource Centre has recently been set up and currently includes 12 computers. The successful candidate will be expected to teach Computer Studies to 'O' level and Mathematics.

Penrice School, Charlestown Road, St. Austell, Cornwall PL25 3NR.
Group 11, No. On Roll 1260.
General Subjects with less ables Scale 1
Required for January 1986, a qualified teacher of general subjects to less able pupils from 11 to 16. Teaching ability, interest in the needs of these pupils and willingness to work as part of a dedicated team are more important than academic qualifications.
Please apply by letter, including curriculum vitae and names and addresses of two referees, to the Headteacher.

PRIMARY SCHOOLS

Bishop Cornish C of E V.A. Junior & Infant School, Lynher Drive, Saltash, Cornwall PL12 4PA.
Group 4
Scale 1 Experienced Junior Teacher
Required for a permanent teaching post from 7th January, 1986. Please state interests. Committed Christian preferred.
Application forms from District Clerk, District Education Office, Greylands, Dean Street, Liskeard, on receipt of SAE.

St. Martins C of E V.A. Junior & Infant School, Lake Lane, Liskeard, Cornwall PL14 3DE.
Group 5
Scale 1 Teacher for first year juniors
Applicants must be committed Christians.
Application forms/further details from the Headteacher at the school, on receipt of SAE. to which they are returnable.

PRIMARY HEADSHIPS
Applications are invited from suitably qualified teachers for the post of Head Teacher at the following Church of England Voluntary Aided Schools.
Applicants should be active communicant members of the Church of England.

St Mary's C of E V.A. Junior & Infant School, Redinnick, Penzance, Cornwall TR18 4HP.
Group 3. Available from 1st January, 1986. Closing date 25th October, 1985.

Downderry C of E V.A. Junior & Infant School, Downderry, Torpoint, Cornwall PL11 3LF.
Group 2. Available from 1st January, 1986. Closing date 25th October, 1985.
This is a re-advertisement, previous applicants will be recandidered without further application.

Mawnan Village C of E V.A. Junior & Infant School, Grove Hill, Mawnan Smith, Falmouth, Cornwall TR11 5JF.
Group 3. Available from 1st January, 1986. Closing date 25th October, 1985.
This is a re-advertisement, previous applicants will be reconsidered without further application.
Application forms and further details are available on receipt of SAE (foolscap) from the Secretary for Education (Schools Section), County Hall, Truro, TR1 3BA.

COUNTY AUDIOLOGY SERVICE
Advisory Teacher of the Deaf — Head Teacher Group 4
Due to the promotion of the present teacher, applications are invited for the post of Advisory Teacher of the Deaf from 1st January, 1986 or earlier.
The post is based at Falmouth and involves the teaching of hearing impaired children of all ages, advisory work in schools and colleges, parent guidance and clinical audiology. In addition, the person appointed would be expected to make a significant contribution to the various team projects involving hearing impaired children throughout the County. A qualification, in the education of the deaf is essential, together with an additional qualification, or substantial experience, in clinical audiology, plus a current driving licence.
Further details and an application form from:— Special Services Section, Education Department, County Hall, Truro TR1 3BA. SAE please.
(7014)

Cornwall

SURREY COUNTY COUNCIL

- FRINGE AREA LONDON ALLOWANCE £264 p.a. throughout the County.
- Temporary housing may be available.
- Generous relocation expenses in approved cases.

HEATHSIDE SCHOOL
Brooklands Lane, Weybridge, Surrey.
12-16 Mixed Comprehensive NOR 680

Section Bilingue Co-ordinator, Scale 3
Required April 1986, a bilingual teacher to introduce this innovative Section Bilingue course in the teaching of GEOGRAPHY through the medium of FRENCH to pupils aged 13-16.
Full details and application forms from the Headteacher.
Tel: Weybridge 48182

SECONDARY MODERN LANAGUAGES
continued

HAVERING
LONDON BOROUGH OF HAVERING
THE NEAVE SCHOOL
Main Road, Harold Hill, Romford RM3 9XX
Tel: Ingrebourne 71334
(Roll: 477 mixed)
Headteacher: J. B. Quinn, M.A.
Required from January 1986, Scale 1 Teacher of French, 2½ days per week, to work mainly in the Lower School; where the work is based on 'Eclair'.

Letters of application enclosing full curriculum vitae and the names of two referees should be sent to the Head-teacher. (01-590 1356) 133522

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
THE ROWARD GRAMMAR/SECONDARY SCHOOL
Gillingham
(A bilateral school of 1700 boys aged 11 - 19, of 350 in the Sixth Form)
Required January, graduate to teach GERMAN throughout the School including a share of A Level work, and FRENCH to O Level. The post offers membership of a strong and successful Modern Languages Department.
Apply by letter to the Headmaster, enclosing a full c.v. and the names of two referees.

RAINHAM MARK GRAMMAR SCHOOL
11 a.m. mixed selective school, 250 in 6th Form
Required for January a graduate teacher of French. French is taught to 'O' and 'A' level throughout the school.
Application form and further details available from Dr. R. Keen, M.Sc., Ph.D., Headmaster, Rainham Mark Grammar School, Lodge Lane, Rainham, Kent. (01-446 2255) 133692

LEICESTERSHIRE
COUNTY COUNCIL
An Equal Opportunity Employer

RUSHEY MEAD SCHOOL
Melton Road, Leicester LE4 7PA
(11 - 16 Secondary)
Roll 1008
MODERN LANGUAGES, Scale 1
Required January 1986 teacher of French to work throughout the school. An experience in graded assessment will be an advantage.
Please contact the Headteacher for further details and application forms (SAE). (01616) 735622

MERTON
LONDON BOROUGH OF MERTON
EDUCATION COMMITTEE
MERTON IS AN EQUAL OPPORTUNITY EMPLOYER
RAYNES PARK HIGH
Bushey Road, London SW20 0JL
Tel: 01-946 4112
Head Teacher: Mr. J.D. Massy
Age Range: 13 - 18 years
No. on Roll: 1650
Required from January 1986
Scale 1 Teacher of Modern Languages Applicant should be able to offer French with German
CLOSING DATE: 18th October, 1985
Application forms and further particulars of the post are available from the Head Teacher at the above address. Please enclose a stamped addressed envelope. (01 946 4112) 133692

WEST SUSSEX
MIDHURST GRAMMAR SCHOOL
North Street, Midhurst GU29 9DT
(Group 19, 13 - 18 Voluntary Aided Mixed Comprehensive)
Required 28th October, 1985 Temporary Scale 1 Teacher of French to cover for maternity leave.
Form and details from Headmaster on receipt of s.a.e. (01443) 133692

OLDHAM
METROPOLITAN BOROUGH

FRENCH/GERMAN TEACHER - SCALE 1

OUR LADY'S R C SCHOOL
Vaughan Street, Royton, Oldham

Required for the end of October 1985, this post is temporary until Easter 1986 when the position will be reviewed.

Please apply by letter directly to the Head of the school including full c.v. and names and address of two referees as soon as possible. (01 850) 133622

ROTHERHAM
METROPOLITAN COUNCIL

Rotherham is an equal opportunities employer

OLD HALL COMPREHENSIVE SCHOOL

11 - 16 Mixed. Approx. 1033 on roll

Required for 25th November 1985 or earlier if possible.

ASSISTANT TEACHER - SCALE 1

Teacher for French throughout the age and ability range in a Department committed to Graded Tests and GCSE.

Closing Date: As soon as possible.

Curriculum Vitae and details of two referees for the reference to the Head Teacher of the School, Kimberworth, Rotherham S61 3QD (Tel: Rotherham 555433).

G. Crane, Director of Personnel Resources. (13773) 133622

SHROPSHIRE
EDUCATION COMMITTEE

EQUAL OPPORTUNITIES EMPLOYER

BRIDGNORTH ENDOWED SCHOOL
Northgate, Bridgnorth

11 - 18 mixed comprehensive. 1000 on roll. 130 in sixth form

Required for January 1986 Temporary Scale 1 Teacher of French, to teach French at 1st 4th year in the first instance. Full-time or part-time considered.

Contact the Headmaster for details (sae or Tel: Bridgnorth 61031). (06851) 133622

WILTSHIRE
HREOD PARKWAY SCHOOL
Akers Way, Swindon SN2 2NW

Head Teacher: Mr R.W.B. Cleall

11 - 16 Coeducational Comprehensive School

N.O.R. 1383

Scale 1 teacher of German with some French, required to work in a large Language Department, interest in teaching German to all levels of ability is vital. A knowledge of Graded Tests and Communicative Methodology would be an advantage.

Letter of application, c.v., and names and addresses of two referees to the Head Teacher at the school from whom further details are available upon request. (06566) 133622

Music
Heads of Department

CUMBRIA
COUNTY COUNCIL
WYNDRUM SCHOOL
Main Street, Egremont CA22 2DQ
(County 11 - 18 Mixed Comprehensive N.O.R. 1130 (including 135 in 6th Form)
Required for January 1986 Director of Music, Scale 3. There are full specialist facilities including concert hall and theatre and many thriving activities.
Application forms and further details available from the Head of the School to whom completed forms should be returned by 17th October, 1985 (S.A.E. please). (01110) 133818

GLOUCESTERSHIRE
COUNTY COUNCIL
(Equal Opportunities Employer)
BROCKWORTH SCHOOL
(No on roll - 832)
HEAD OF MUSIC DEPARTMENT (Scale 2)
Required for January, 1986, well qualified and experienced teacher to teach throughout all levels, including A level; to assume responsibility for the administration and content of the curriculum across the whole range of age and ability.
Applications by letter giving full curriculum vitae together with names and addresses of two referees to Mr. J. Keating (Headmaster), Brockworth School, Mill Lane, Brockworth, Gloucester GL3 4QE by October 11th. Please enclose s.a.e. for further details. (01179) 133818

HARROW
EDUCATION COMMITTEE
CANONS HIGH SCHOOL
Shaftesbury Avenue, Edgware HA8 6AN
TEL: 01-952 1614
A musician is required as HEAD OF MUSIC AND EXPRESSIVE ARTS (Scale 3) at this multi-cultural comprehensive school (No. on roll 1,200) for 12 - 16 for January 1986.
In addition to teaching music to examination level, the successful candidate will be committed to offering a wide variety of classroom music making activities for students of all abilities, interests, ethnic and social backgrounds. The post involves co-ordinating music and drama teaching in the school and initiating further developments in this area.
Preliminary visits welcomed.
Application forms from and to be returned to the Headteacher, by Monday 14th October.
Outer London Allowance payable.
Harrow is an Equal Opportunity Employer. (01 909) 133818

HAVERING
LONDON BOROUGH OF HAVERING
REDDEN COURT SCHOOL
Cotswold Road, Harold Wood, Romford RM3 0YS
Tel: Ingrebourne 42293
(Roll 598)
Headteacher: B.A. Grooms, M.A.
HEAD OF MUSIC DEPARTMENT, Scale 2
A suitably qualified, experienced and enthusiastic teacher is required for January 1986 to take charge of music throughout the school. Music is taught to all pupils in Years 1 to 3 and to C.S.E. or O Level in Years 4 & 5. The school has a junior choir and a small orchestra. Combined music and drama society productions have featured prominently in recent years.
Letters of applications enclosing full Curriculum Vitae and the names of two referees should be sent to the Headteacher. (01 508) 133818

JERSEY
DE LA SALLE COLLEGE
Wellington Road, St. Saviour, Jersey
All boys 4 - 18, 700 on roll
Required from January 1986, or earlier if possible, Head of Music (Scale 3). The successful candidate is expected to teach throughout the secondary school.
Applications in writing to the Headmaster including C.V. and names of TWO referees, and names of TWO referees. (01 534) 133818

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
MAIDSTONE DIVISION
VINTERS BOYS' SCHOOL
Huntaman Lane, Maidstone, Kent.
Roll 940
Required January 1986, a well qualified, enthusiastic musician to take charge of Music in the 11 - 17 Thurnoe-side High School. This scale 3 post will need unusual commitment, musical imagination and good organisational skills. Experience is attached to practical music making.
Applications with CV and two referees to Headmaster, SAE for further details. (01425) 133818

SUFFOLK
COUNTY COUNCIL
LEISTON HIGH SCHOOL
Seaward Avenue, Leiston IP16 4BD
13 - 18: 700 pupils
Director of Music & Media Studies, Scale 3 required for January 1986 to start April/May 1986. The candidate appointed will be required to make a distinctive contribution to the development of Music, Performing Arts and Media Studies in the 13 - 18 high school.
Application forms and further details available from the Headteacher at the school concerned (s.a.e. please) to whom forms should be returned as soon as possible. (01529) 133818

Scale 2 Posts and above

BUCKINGHAMSHIRE
Equal Opportunity Employer
Beaconsfield/Chiltern Area
THE MISBOURNE SCHOOL
Great Missenden HP16 0BN
Tel: Great Missenden 2869
No. on roll: 750 boys and girls
100 in sixth form
Headmaster: Mr D. Selman, B.A.
Required for January 1986, a teacher to take charge of Music (Scale 2). A candidate is sought with enthusiasm for practical music making and a commitment to extra-curricular activities.
Applications as soon as possible please, in writing, to the Headmaster from whom further details can be obtained. (13868) 133820

EAST SUSSEX
COUNTY COUNCIL
VIOLIN/VIOLA TEACHER
SCALE 2 (For suitable applicant)
A young enthusiastic instrumentalist required to teach and perform in Primary and Secondary schools. An interest in developing ensembles and in modern teaching methods such as Rolland-Suzuki etc. will be an advantage. Successful candidate will join a large team of instrumentalists in an exciting new phase of development and will work mainly in the Western part of the County.
Application forms and further details from County Music Centre, Watergate Lane, Lewes BN7 1UQ. 133820

HAVERING
LONDON BOROUGH OF HAVERING
MARSHALLS PARK SCHOOL
Revering Drive, Romford RM1 4YL
Tel: Romford 24134
(Roll 1348 mixed)
Headteacher: Mr. K.M. Phillips, B.A., M.Phil.
Required for January 1986, well qualified graduate to assist Director/Friends. An ability to teach instrumental and choral groups an advantage. Scale 2 post may be available to an experienced candidate.
Letters of application enclosing full Curriculum Vitae and the names of two referees should be sent to the Headteacher by 14th October 1985. (01602) 133820

KIRKLEES
METROPOLITAN COUNCIL
DIRECTORATE OF EDUCATIONAL SERVICES
BATLEY VARIETY SCHOOL
Field Hill, Batley, West Yorkshire WF17 0HJ
Roll 1101
Required January 1986, a SCALE 1 teacher of R.E. The ability to teach Music an advantage.
One Secondary R.E. Scale 1. (13775) 133822

All advertisements are subject to the conditions of acceptance of Times Newspapers Ltd, copies of which are available on request.

Scale 1 Posts

BARNET
LONDON BOROUGH
ST. MARY'S R.C. SCHOOL
Hendon Lane, Hendon, London NW4 1AB
Tel: 01-203 2827
(A 5-Tiered Comprehensive)
Roll 880, Sixth Form 130
Required January 1986, temporary qualified MUSIC specialist to cover maternity leave. Ability to assist with some MATHEMATICS helpful. Practising Anglican preferred. Scale 1.
Apply in writing to Head Teacher with full c.v. and names of two referees. Scale 1. Director of Educational Services. (01 913) 133822

BEDFORDSHIRE
EDUCATION SERVICE
COUNTY STAFF (MUSIC)
TEAM
Required as soon as possible, a temporary part-time (0.5) peripatetic violin teacher for the Bedford area, to cover maternity leave.
For further details contact Mr. M. Hunter (Adviser for (Music), County Hall, Bedford. Tel: Bedford 63222, Ext. 2183. (06599) 133822

ISLE OF WIGHT
COUNTY INSTRUMENTAL STAFF
Required for January 1986:
1. PIANO/SYNTHESISER (Scale 1) to teach the full range of keyboard instruments in Middle and High Schools.
2. 'CELLO/DOUBLE BASS (Scale 1) to teach violin and viola in Primary, Middle and High Schools.
Additional opportunities exist for instrumental teaching including conducting and coaching in the County Youth Orchestra and other bands and orchestras in the County Music Centre.
Car essential.
Application forms available from County Education Officer, County Hall, Newport, I.W. PO30 1UD to whom completed forms should be returned by 18 October 1985. (SAE please). (01724) 133822

KINGSTON UPON THAMES
ROYAL BOROUGH OF KINGSTON UPON THAMES
TOLWORTH GIRLS' SCHOOL
Fullers Way North, Tolworth, Surrey KT6 7HS
Tel: 01-397 3854
No. on roll: 1016
(Including 160 in sixth form)
Required January 1986 for this 11 - 18 mixed comprehensive a specialist teacher of MUSIC with ability to offer a teaching situation for Music and Drama, or Art and Dance. This is an exciting challenge for a teacher to help develop a more integrated approach to the Arts in the curriculum.
Scale 1 post. London Allowance £2,070.
Please telephone the Headmistress for further particulars and application form, which should be returned by Friday, 18th October 1985. (01915) 133822

KIRKLEES
METROPOLITAN COUNCIL
DIRECTORATE OF EDUCATIONAL SERVICES
HONLEY HIGH SCHOOL
Huddersfield Road, Honley, Huddersfield HD7 2QN
(Roll 1172)
Required for January 1986, teacher of MUSIC, SCALE 1. Recruitment in this 11 - 18 Comprehensive School of 1,200 pupils (Sixth Form 300). Wide variety of extra-curricular Musical activities and keyboard facilities essential. Purposebuilt Music Centre.
Application forms (s.a.e. please) from the Head Teacher at the address to whom completed forms should be returned within 14 days of this advertisement. An Equal Opportunity Employer. (13778) 133822

TRAFFORD
METROPOLITAN BOROUGH OF TRAFFORD
EDUCATION DEPARTMENT
SALE MOOR SECONDARY SCHOOL
Norris Road, Sale, Manchester
Tel: 061-973 3713
SCALE 1 MUSIC (TEMPORARY)
Required January 1986 for two terms initially. Present incumbent leaving four periods a week free, plus first two periods of mornings.
Application forms and further details available from the Head. Closing date 14th December 1985. (01755) 133822

WARWICKSHIRE
KINETON HIGH SCHOOL
Banbury Road, Kineton, Warwick CV35 0JX

Required from 1st January 1986 a teacher of MUSIC.

Application form and further details available from the Head at the school. Enclose s.a.e.

Warwickshire is an equal opportunities employer. (065671) 133822

WIGAN
METROPOLITAN BOROUGH OF WIGAN
STANDISH HIGH SCHOOL
Runcorn Road, Standish, Wigan WN6 0NX
Tel: Standish 422265
11 - 16 mixed comprehensive
Required as soon as possible EXPRESSIVE ARTS Scale 1 Music & Drama.
Application forms and further particulars available from the Head at the school should be returned as soon as possible. Ref. A 40. (13746) 133822 bln.

Pastoral
Heads of Department

WILTSHIRE
CHURCHFIELDS SCHOOL
Salcombe Drive, Swindon SN3 1ER

Head Teacher: Mr I.F. Taylor, B.Sc.

An 11 - 16 school with 1197 students set in a delightful area with easy access to the Cotswolds, the Marlborough Downs and Upper Thames.

Required from January 1986, HEAD OF YEAR - PASTORAL (Scale 3) responsibility for a year group in the Upper school.

Letters of application including S.A.E., to the Headteacher by 14th October (Insitutor by 14th October) 1985, enclosing full C.V. and names, addresses and telephone numbers of two professional referees. (065701) 133818

All advertisements are subject to the conditions of acceptance of Times Newspapers Ltd, copies of which are available on request.

Education
Asian Languages Teaching Project (Secondary)
Teacher of Urdu
Teacher of Punjabi
Required for January 1986 two specialist teachers of Asian Languages to work in a number of Comprehensive Schools and Sixth Form Colleges in the City of Nottingham, under the immediate direction of the Projects Scale 4 Co-ordinator. The work involves preparing candidates for C.S.E., 'O' and 'A' levels as well as mixed ability teaching across the age span of secondary and sixth form college education (11-19). For the Punjabi post an ability to teach Urdu in addition to Punjabi would be a considerable advantage. For both these important posts, the Education Committee is seeking to appoint well qualified candidates with considerable experience in teaching in multi-racial, inner city U.K. Schools.
Scale 3 available for suitable candidates.
The posts are peripatetic and candidates must be car owners and drivers. An appropriate casual car user allowance is available.
Application forms and further details are available (s.a.e.) from the Director of Education at County Hall. Closing date 18 October. Please quote ref. S21/146.
An Equal Opportunity Employer.
Nottinghamshire County Council
County Hall, West Bridgford

COVENTRY CITY COUNCIL
COVENTRY CENTRE FOR THE PERFORMING ARTS, Lesseves Avenue, CV5 6BH, Tel: 0203 418868
Required as soon as possible.
Teacher of Brass Instruments
THE FRENCH HORN specialist is preferred although the preference will not preclude other candidates from careful consideration. Salary Burnham Scale 1 or 2 depending on qualifications and experience.
The candidate appointed will join a large team based at the Centre and working within the Authority's scheme for Instrumental Instruction under the supervision of the Director of the Centre. He/she will work with small classes and individual pupils either in Primary and Secondary schools or in the Centre.
Apply by letter together with full curriculum vitae and names and addresses of two educational referees one of whom should be present/last Head Teacher to the Director at the Centre within 10 days of appearance of advertisement. Enclose sae if acknowledgement required. Canvassing disqualifies.
an equal opportunity employer

EDUCATION SERVICE
Temporary Supply Teachers
Required immediately
Qualified teachers required for full-time or part-time temporary supply work in Nursery, Primary, Secondary and Special Schools. Applications are invited from teachers with previous successful teaching experience in U.K. or abroad, (teachers who have not completed the probationary period should not apply).
Current daily rate of pay between £34.11 and £53.69 according to qualifications and experience. Cover is particularly required for teachers released on courses from certain schools on a regular basis.
Please telephone 01-881-3000 (ext. 3147) for application form, or write (s.a.e.) to the Chief Education Officer, Education Offices, 48-52 Station Road, Wood Green, London, N22 4TY. (7290)
Haringey
Progress with humanity
Haringey is an equal opportunity employer. We welcome your applications which will be considered on merit, irrespective of race, religion, sex or disability. Please write quoting reference number you have seen in The Times Educational Supplement.

SECONDARY PASTORAL
continued

Scale 1 Posts

SURREY
EDUCATION COMMITTEE
THE ROYAL ALEXANDRA & ALBERT SCHOOL
Gatton Park, Reigate, Surrey
This post-war school governed jointly by the Education Committee and the Royal Alexandra & Albert Foundation, provides boarding education for 104 junior and 394 Secondary boys and girls resident in term-time and in need of boarding education.
Applications are invited for January 1986 for the post of:-
HOUSEMISTRESS
for Senior girls' boarding house; age range 13 - 16 years; 40 girls.
Candidates must have recognised and qualified teaching with appropriate experience. Possibility of some teaching exists, depending upon vacancies and the subjects required.
If a married woman is appointed a possibility exists for her husband to be employed on the teaching, or other staff of the school, depending upon vacancies exist.
RESIDENCE ESSENTIAL
Application forms and further details available from the Head. Closing date 14th October, 1985. (01 737) 134222

Physical Education
Heads of Department

DONCASTER
EDLINGTON COMPREHENSIVE SCHOOL
Wath-upon-Dearne, Rotherham, Doncaster DN12 4HN
Tel: Rotherham 864100
Required for January 1986.
Head of P.E. and Outdoor Pursuits. Scale 3.
P.E. and related activities occupy an important place in the curriculum and a well-qualified specialist is being sought to fill this post.
Further details and application forms from the Headmaster. Completed application forms should be returned as soon as possible. (01 853) 134218

HAMPSHIRE
NOADSWOOD COMPREHENSIVE SCHOOL
Northam Road, Southampton
No. on roll: 750 approx.
SCALE 3 HEAD OF PHYSICAL EDUCATION
To teach boys P.E. throughout school
Interest in Community Education (lower ability senior boys and girls) an advantage.
Required January 1986.
S.A.E. (F) to Headteacher for further details. (01 057) 134218

HILLINGDON
LONDON BOROUGH OF HILLINGDON

GREENWAY SCHOOL
The Greenway, Uxbridge, Middlesex UB8 2PR
Number on roll: 800 (69 in sixth Form)
Headteacher: M.B. Trowell, B.Sc.
HEAD OF PHYSICAL EDUCATION - GIRLS
Scale 3
Applications are invited from suitably qualified and experienced teachers for the above post to take forward a new Comprehensive School.
The school has two well equipped gymnasia, extensive playing areas and new specialised facilities in the Uxbridge area.
It is hoped to appoint a well motivated and enthusiastic teacher who can bring a wide view of the creative, recreational and health aspects of the subject and who is able to develop the work of his/her own department through liaison and co-operation with others in the school.
Please apply in the first instance by letter to the Head of the School stating the names and addresses of two referees.
(01 082) 134918

Scale 2 Posts and above

HUMBERSIDE
COUNTY COUNCIL
EDUCATION DEPARTMENT
Kingston upon Hull Division
HONSHOLME HIGH SCHOOL
Midmere Avenue, Leads Road, Hull
Head: J. Cooling, B.A., M.Ed.
Required for January 1986, a TEACHER FOR BOYS' PHYSICAL EDUCATION (Scale 2).
The person appointed will be expected to contribute to the leadership and further development of the faculty which offers a wide range of activities and enjoys excellent facilities.
This is a 13 - 18 mixed comprehensive school with some 1440 pupils.
Further details and application forms (6 s.a.e.) are available from the Headteacher to whom completed forms should be returned not later than 18th October 1985. (01 482) 134218

BRENT
LONDON BOROUGH OF BRENT
NEASDEN HIGH (MIXED) SCHOOL
Quainton Street, NW10
Tel: 01-450 3641
(Roll: 615)
Required for September 1985

A PHYSICAL EDUCATION SPECIALIST (Scale 1) in this 11 - 18 multi-ethnic mixed comprehensive school. The successful teacher will be responsible for teaching Boys P.E. in a developing department within the faculty of Life Skills. It would be a particular advantage if candidates can offer Dance and/or Gymnastics.
London Allowance of £1038 per annum is payable. Brent is an Equal Opportunities Employer. Brent is fundamentally committed to multicultural Education.
Unless otherwise stated application forms (sae) obtainable from the Headteacher returnable within 14 days. Arrangements will be made for all interested candidates to visit the school/visit if they so wish. Please note that separate arrangements will be made for all SHORTLISTED candidates to visit prior to interview. Travelling Expenses will be paid to shortlisted candidates only. (01 796) 134222

BUCKINGHAMSHIRE
Equal Opportunity Employer
Beaconsfield/Chiltern Area
DR CHALLONER'S HIGH SCHOOL
Cokes Lane, Little Chalfont, Amersham HP6 6QS
Headmistress: Mrs. W.J. Williams, M.A.
No. on roll: 1150 girls - 250 in sixth form
Required for January, 1986, a well qualified and enthusiastic teacher of P.E. (Scale 1) to work in a department of three. Ability to teach all aspects of the subject and with a special interest in hockey. The appointment has a commitment to many extra-curricular activities.
Please apply, in writing, to the Headmistress at the school, with names and addresses of two referees and s.a.e. (13865) 134222

ESSEX
WESTBOROUGH HIGH SCHOOL FOR GIRLS
Boston Avenue, Southend-on-Sea SS2 6JR
Tel: Southend 343233
(Roll 360)
PHYSICAL EDUCATION TEACHER, Scale 1
Required from January, 1986, suitably qualified teacher. State other subjects taught.
Curriculum Vitae and names of two referees to Headteacher (Coolcap s.a.e. please). (01147) 134222

JERSEY
DE LA SALLE COLLEGE
Wellington Road, St. Saviour, Jersey
All boys 4 - 18, 700 on roll
Required from January 1986, Scale 1 P.E./Geography teacher in the secondary school.
Applications in writing to the Headmaster including C.V. and names of two referees. (01 925) 134222

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
MAIDSTONE DIVISION
SWADELAND SCHOOL
Lenham, Maidstone ME17 2QJ
A Group 1 mixed High School in attractive rural setting.
Required for January 1986, an enthusiastic and well qualified teacher of Girls PE and Games.
Applications from College leavers welcome.
Apply to Headmaster for further details and application forms. (01 416) 134222

NEWHAM
LONDON BOROUGH OF NEWHAM
LISTER COMMUNITY SCHOOL
St. Mary's Road, London E13 9AA
Head Teacher: Mr P.J. Thomas
Number on roll: 1,000
TEACHER OF GIRLS' P.E. (To cover maternity leave)
Scale 1
Required immediately. Suitable qualified teacher of Girls' Education to join a successful department. Excellent facilities.
London Allowance £1,038 plus social priority allowance.
Application forms (s.a.e.) available from The Head Teacher, to whom completed forms should be returned by 18.10.85.
For further details apply Director of Education, Office 3783838 (Ring Stratford E15 4NJ). (13735) 134222

NORTH YORKSHIRE
COUNTY COUNCIL
ST. AUGUSTINE'S R C SCHOOL
Sandybed Lane, Scarborough YO13 9LE
Mixed 11 - 16, Catholic Comprehensive
Required for January 1986, a teacher of BOYS' P.E. (Scale 1) able to offer some gymnastics at lower school and mathematics as a second subject. This post is offered as a fixed term contract for two terms in the first place.
S.a.e. to the Headmaster for application form and further details. (13758) 134222

OXFORDSHIRE
COUNTY COUNCIL
WHEATLEY PARK SCHOOL
Holton, Oxford OX9 1QX
Comprehensive 11 - 18, 1180 on roll
Required for November 1985 due to maternity leave, a temporary P.E. Specialist able to teach girls' gymnastics, trampolining, and other major games at all age levels.
Apply to the Headteacher as soon as possible, outlining qualifications, experience and interests. Informal visits welcomed. Closing date 21st October 1985. (01 865) 134222

ESSEX
ST. BERNARD'S CONVENT HIGH SCHOOL
New Road, Westcliff-on-Sea SSO 7JG
Tel: (0702) 343583
(Roll 730)
TEACHER OF P.E. Scale 2
Required from January 1986, Dance Drama Specialist to take responsibility for clubs and teams. Closing date 1st October, 1985.
Letter of application with c.v. and names of two referees to Clerk to the Governors at the school (foolscap s.a.e. please).

WESTBOROUGH HIGH SCHOOL FOR GIRLS
Boston Avenue, Southend-on-Sea SS2 6JH
Tel: Southend 343233
(Roll 360)
HEAD OF PHYSICAL EDUCATION (TEMPORARY), Scale 2
Temporary cover for maternity leave. Suitably experienced and qualified teacher for Spring/Summer 1986.
Curriculum vitae and names of two referees to Headteacher (foolscap s.a.e. please). (01 152) 134220

Scale 1 Posts

BERKSHIRE
EASTHAMPSTEAD PARK SCHOOL
Eastampstead Park, Wokingham, Berks RG11 3DF (ON 1.10.85)
Required as soon as possible, two boys' and girls' PHYSICAL EDUCATION TEACHER (Scale 1) to join a very strong department. The successful applicant will have both expertise and enthusiasm for the major games and will be expected to take full responsibility for certain of the school terms.
Please apply IMMEDIATELY for application form and further details to The Principal (SAE). Tel: Wokingham 784088
No Closing date.
An Equal Opportunity Employer. (01 160) 134222

BEXLEY
LONDON BOROUGH
CHISLEHURST AND SIDCUP GRAMMAR SCHOOL
Hurst Road, Sidcup, Kent DA15 9AQ
Tel: 01-302 6511
Required for January or September 1986 one full-time teacher of Physical Education to join an outstandingly successful Department of five specialists. Ability to coach rugby, hockey and cricket to a high standard essential.
Application forms and full job description available from the Head Teacher. (13648) 134222

All advertisements are subject to the conditions of acceptance of Times Newspapers Ltd, copies of which are available on request.

LONDON SE22
JAMES ALLENS' GIRLS' SCHOOL
East Dulwich Grove, SE22 8TE
Required in January 1986 a fully qualified P.E. specialist to share in the teaching of the subject throughout the school.
See Independent Section for full details. (01 740) 134220

NORTHAMPTONSHIRE
KETTERING BOYS
Windmill Avenue, Kettering, Northants. NN15 6ER

PE AND OUTDOOR PURSUITS - Scale 2

A teacher is required to join the PE department and to take charge of an already well-developed Outdoor Pursuits programme. Options groups in the fourth and fifth years follow a programme which includes climbing and canoeing. Appropriate certification in these two activities will be essential.

Write with full details of curriculum vitae to the Headmaster, giving names and addresses of two referees. (13730) 134220

Scale 1 Posts

BERKSHIRE
EASTHAMPSTEAD PARK SCHOOL
Eastampstead Park, Wokingham, Berks RG11 3DF (ON 1.10.85)
Required as soon as possible, two boys' and girls' PHYSICAL EDUCATION TEACHER (Scale 1) to join a very strong department. The successful applicant will have both expertise and enthusiasm for the major games and will be expected to take full responsibility for certain of the school terms.
Please apply IMMEDIATELY for application form and further details to The Principal (SAE). Tel: Wokingham 784088
No Closing date.
An Equal Opportunity Employer. (01 160) 134222

BEXLEY
LONDON BOROUGH
CHISLEHURST AND SIDCUP GRAMMAR SCHOOL
Hurst Road, Sidcup, Kent DA15 9AQ
Tel: 01-302 6511
Required for January or September 1986 one full-time teacher of Physical Education to join an outstandingly successful Department of five specialists. Ability to coach rugby, hockey and cricket to a high standard essential.
Application forms and full job description available from the Head Teacher. (13648) 134222

REDBRIDGE
LONDON BOROUGH OF REDBRIDGE

SECONDARY EDUCATION

WANSTEAD HIGH SCHOOL
Redbridge Lane West, E11 2JZ

Tel: 01-989 3791

Head: Mr.D.T. Chuilen, M.A.

Required for January, 1986, or earlier if possible, A teacher of Boys Physical Education and Games for this 5 F.E. mixed 11 - 18 comprehensive school. The school has excellent facilities including large sports hall, gymnasium, squash courts and floodlit hard-court area. A teacher prepared to commit himself to a wide range of extra curricular activities is sought for this post which will be permanent although candidates seeking a temporary position would be considered.

The post is on Scale 1 with Outer London Allowance.

Please apply in writing to the Head as soon as possible, giving full details of qualifications and the names and addresses of two professional referees. (01 820) 134222

SANDWELL
METROPOLITAN BOROUGH COUNCIL

SMETHWICK HALL GIRLS HIGH SCHOOL

(11 - 16 Comprehensive)

Required as soon as possible

GIRLS PE - Scale 1.

Temporary during maternity leave.

Letters of application stating full curriculum vitae and the names and addresses of two referees and marked 'Confidential' should be forwarded immediately to Head Teacher, Auckland Road, Smethwick, Warley, West Midlands.

An equal opportunity employer. Canvassing of members of the authority will disqualify. (01 746) 134222

WIGAN
METROPOLITAN BOROUGH OF WIGAN
Required as soon as possible TEACHER OF P.E. MARY'S RC HIGH SCHOOL
Manchester Road, Astley, Tyldesley, Manchester M28 7EE
Tel: Atherton 883478
11 - 18 mixed comprehensive
PART-TIME GIRLS P.E. Scale 1
3 sessions
Application forms and further particulars available from and returnable to the Headteacher at the school (s.a.e. please) should be returned as soon as possible. Ref. A 40. (13910) 134222

WILTSHIRE

HARDENHUISH SCHOOL
Chippenham, Wiltshire SN14 6RW

Headmaster: Mr. R.J. Alderman, M.A.

TEACHER OF BOYS PHYSICAL EDUCATION WITH GAMES - SCALE 1

Required for January 1986 a qualified teacher of Boys PE, games and English to teach in this 13 - 18 mixed secondary school.

Hardenhuish is a third round T.V.E.I. school in which recreational and leisure activities feature prominently.

The school is situated to the north of Chippenham in a pleasant parkland setting 5 miles from Bath which includes the town of Chippenham and surrounding villages.

Letters of application and full curriculum vitae should be sent immediately to the Headmaster at the school from whom further details can be obtained (s.a.e. please). Tel: Chippenham 650595. (01 060) 134222

WOLVERHAMPTON
BOROUGH COUNCIL
EDUCATION COMMITTEE
COLTON HILLS SCHOOL
Required for January 1986: GIRLS' PHYSICAL EDUCATION - SCALE 1
The school has excellent facilities for this subject in all respects and a first rate P.E. Department. It is an 11 - 18 purpose built mixed comprehensive with nearly 1500 on its roll (including 200 in the sixth form) and a strong commitment to community education. It is situated on an extensive campus on the southern boundary of the borough.
Application forms are available from the Director of Education, Education Department, Civic Centre, St Peter's Square, Wolverhampton WV1 1RR to be returned within 14 days of this advertisement. (SAe Please).
Wolverhampton Council welcomes applications from all sections of the community irrespective of an individual's sex, ethnic origin or colour and from people with disabilities who have the necessary attributes to do the job. (01 051) 134222

Religious Education
Heads of Department

BRISTOL
COLSTON'S PREPARATORY SCHOOL
Stapleton Road, Bristol BS16 1BA
170 Day Boys, 30 Boarders
Head of Divinity required for January 1986.
Energetic person to organise the teaching of Divinity throughout the school, and also to teach Latin and Games.
Ability to coach games, particularly Rugby and Cricket essential and an interest in Clubs an advantage.
Residential accommodation available for single man or married couple.
Please apply to the Headmaster, Peter Hall, M.A. (Oxon) and addresses of two referees. (01 044) 134418

Unless otherwise stated the following posts are required for spring term 1986, forms and details are available from the Head of the school on receipt of S.A.E. Closing date: 19th October 1985.

PRIMARY: DEPUTY HEADSHIP

LINCHFIELD COUNTY PRIMARY SCHOOL, Deeping St. James, Lincs. NOR 230 - Group 4.
Enthusiastic and experienced teacher required, initially to take an upper junior class. Further particulars and forms from the Acting Divisional Education Officer, PO Box 2, Council Offices, Eastgate, Sealand, Lincs. (S353)

SECONDARY: SCALE 3 POST

GRANTHAM ST. WULFRAM'S CE (CONTROLLED) COMPREHENSIVE SCHOOL, Queensway, Grantham, Lincs. NOR 800.
HEAD OF ENGLISH – Required to take charge of the subject throughout the school, including all CSE, 'O' level and new examination courses, and to work closely with the Special Needs Co-ordinator. (S354)

SECONDARY: SCALE 2 POSTS

LINCOLN SOUTH PARK HIGH SCHOOL, Cross O'Cliff Hill, Lincoln LN5 8PW. NOR 870.
GIRLS' PE AND GAMES – Assistant teacher required as soon as possible. Closing date: 21st October 1985. (L481).

GRANTHAM ST. WULFRAM'S CE (CONTROLLED) COMPREHENSIVE SCHOOL, Queensway, Grantham, Lincs. NOR 800.
COMPUTER/TECHNOLOGY – Assistant teacher required to be I/c Computer/Technology and to be responsible for preparing, teaching and supervising a course in Computer Awareness to all pupils. Ability to teach Mathematics and/or Science an advantage. (S355)

SECONDARY: SCALE 1 POSTS

BRANSTON SCHOOL AND COMMUNITY COLLEGE, Station Road, Branston, Lincoln LN4 1LH. NOR 1300.
GEOGRAPHY – Assistant teacher required for January 1986 (Graduate Geographer), with an interest in fieldwork, to teach throughout the school to 'A' level. Closing date: 21st October 1985. (L484)

TENNYSON SECONDARY SCHOOL, Sleaforne Road, Mablethorpe, Lincs. LN12 2DF. NOR 419 – Group B.
HOME ECONOMICS – Enthusiastic teacher needed to share in Home Economics Course which includes Food and Nutrition, Textiles and Child Development in 11-16 mixed Group B school. Apply by letter with CV and names of two referees to Headmaster. (L0409).

PRIMARY: SCALE 1 POSTS

LINCOLN ST. HUGH'S RC (VA) PRIMARY SCHOOL, Friars Lane, Lincoln LN2 5AL. NOR 200.
Assistant teacher required from January 1986, with responsibility for boys' games. Catholic Teacher Certificate essential.
Closing date: 22nd October 1985. (L483)

MARTON COUNTY PRIMARY SCHOOL, Marton, Gainsborough, Lincs. DN21 3AA. NOR 81.
Experienced assistant teacher required from January 1986 for class of top infants/juniors. Candidates must be able to teach the whole primary age range and also be proficient pianists able to lead the development of music throughout the school. Closing date: 22nd October 1985. (L482)

Lincolnshire County Council

SECONDARY RELIGIOUS EDUCATION
continued

ESSEX
ST. MARK'S R.C. COMPREHENSIVE SCHOOL
Tripton Road, Harlow
Tel: 0279 21267
(Roll 862)
HEAD OF RELIGIOUS EDUCATION DEPARTMENT, Scale 3
Required January, 1986, or a.s.a.p. thereafter, a well qualified and enthusiastic graduate to head this key department and make a significant contribution to the liturgical worship, pastoral care and parish support. Well established courses to CSE, 'A' level. Applicants must be practising Catholics with good qualifications in Religious Education. A reference from their parish priest essential.
Application forms and further details from Headteacher (foolscap s.a.e. please). (01510) 134418

HILLINGDON
LONDON BOROUGH OF HILLINGDON
JOHN PENROSE SCHOOL
Northwood Way, Harefield, Uxbridge, Middlesex UB9 6ET
Number on roll: 575 (14 in sixth form)
Headteacher: V.H. Andrews, A.E., M.A.
Required for January 1986 HEAD OF RELIGIOUS EDUCATION (Scale 2) to teach the subject throughout the school up to 'O' level. The school is a developing 4 f.e. comprehensive school in a pleasant rural setting.
Application forms available from and returnable to the Headmaster at the school.
Closing date: ASAP.
Outer London Allowance Payable. (01028) 134418

SOMERSET
FROME COLLEGE
Frome
(13 - 18 mixed comprehensive, and further education combined but on separate sites. NOR 1480)
For January 1986, Head of Religious Education and Social Education, Scale 3. An enthusiastic teacher is sought, who can teach RE to CSE, 'O' and 'A' levels who can supervise the Social Education Programme and who has knowledge and experience of profiling as an aid to pupil achievement and guidance. This is a fine opportunity for an energetic and able teacher.
Full letters of application to the Principal giving full details and names of two referees. Enclose SAE for application form. Closing date 8th October 1985. (01036) 134418

Scale 2 Posts and above

HAMPSHIRE
ST. LUKE'S CHURCH OF ENGLAND VOLUNTARY AIDED SCHOOL
Hyde Park Road, Southsea, Portsmouth PO5 4HL
Number on roll: 700. Age range 12 - 16
Required January 1986, or as soon as possible: A TEACHER OF RELIGIOUS STUDIES - SCALE 3 as Co-ordinator of History and Religious Education.
Furthr details and forms obtainable from the Headmaster. (13857) 134420

NORTHAMPTONSHIRE
KETTERING MONTAGU SCHOOL
Weekly Glebe Road, Kettering, Northants. NN16 9NS
TEACHER RESPONSIBLE FOR RELIGIOUS EDUCATION
Scale 2
Applications are invited from suitably qualified and experienced teachers for the above post to commence duty on 1 January 1986.
Montagu School is a developing 11 - 18 year five form entry school which opened in September 1979 and now has 775 pupils on roll.
The person appointed will assist the Head of Humanities Department and be specifically responsible for initiating and organising a Religious input into our developing Integrated Humanities course for all pupils aged 11 - 16. Also the successful candidate will be expected to participate fully in the corporate life for the school and contribute skills and interests to a range of activities, thus enabling the school to establish itself as a valuable and valued contributer to the local community.
Application forms (sae please) obtainable from the Headmaster to whom they should be returned within two weeks of thw advertisement. (13729) 134420

Scale 1 Posts

BOLTON
METROPOLITAN BOROUGH
ST. JAMES CE COMPREHENSIVE SCHOOL
Lucas Road, Farnworth, Bolton BL4 9RU
(11 - 16)
TEACHER, SCALE 1 Religious Education
Required from 1.1.96. Candidates should preferably be communicant members of the Church of England.
Application forms available from Director of Education and Arts, PO Box 53, Paderborn House, Civic Centre, Bolton BL1 1JW.
Completed applications to be returned to the Head teacher by 15th October, 1985. (01769) 134422

DEVON
Please see displayed advertisement on Page 69. (13768) 134422

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
DOVER DIVISION
AYLESHAM SECONDARY SCHOOL
Ackholt Road, Aylesham, Canterbury
Required for as soon as possible. A teacher to take charge of R.E. (scale 1). The successful candidate will be asked to teach R.E. throughout the school and is expected to become a leader of the new 'Education for Life' programme.
Applications in writing to the Headteacher as soon as possible giving full curriculum vitae and names and addresses of two referees. (01417) 134422

KIRKLEES
METROPOLITAN COUNCIL
DIRECTORATE OF EDUCATIONAL SERVICES
BATLEY BOYS HIGH SCHOOL
Field Hill, Batley, West Yorks. WF17 0BJ
(Ref 1110)
Required for January 1986 a SCALE 1 teacher of R.E. to teach the subject across the age and ability range in this 11 - 18 boys' comprehensive school of 1300 pupils. The ability to teach Music would be an advantage.
Application forms (s.a.e. please) from the Head Teacher at the school to whom completed forms should be returned within 14 days of this advertisement.
An Equal Opportunity Employer. (13782) 134422

SHROPSHIRE
EDUCATION COMMITTEE
EQUAL OPPORTUNITIES EMPLOYER
BLESSED ROBERT JOHNSON CATHOLIC COLLEGE
Whitchurch Road, Wellington, Telford
Religious Education Teacher (Scale 1). (Practising Catholic essential) required for January 1986 to share teaching with all ability intake. Subject taught to C.S.E., 'O' and 'A' level.
Application by letter to the Headmaster with names and addresses of two professional referees. (SAE). (18434) 134422

WIGAN
METROPOLITAN BOROUGH OF WIGAN
Required for Spring Term, 1986
TYLDESLEY FRED LONGWORTH HIGH SCHOOL
Printshop Lane, Tyldesley, Manchester M29 8JN
Tel: Atherton 883796
11 - 16 mixed comprehensive.
R.E. with HUMANITIES Scale 1.
Application forms and further particulars available from and returnable to the Headteacher at the school (s.a.e. please).
Closing date: 18th October 1985. Ref. A40. (01104) 134422

Rural Science

Scale 2 Posts and above

BERKSHIRE
ST. PETER'S C.E. (AIDED) PRIMARY SCHOOL
Church Road, Earley, Reding RG6 1EY
N.O.R.: 402
Required January, 1986, a committed Christian Teacher for this full-time, Scale 2, post in Environmental Studies. Ability to help with Boys' Games an advantage.
Apply, by letter, to the Headteacher, giving c.v. and names and addresses of two referees. No closing date.
An Equal Opportunity Employer. (01181) 134620

Science

Heads of Department

CAMBRIDGESHIRE
(EQUAL OPPORTUNITY EMPLOYER)
ARTHUR MELLOWS VILLAGE COLLEGE (CO-EDUCATIONAL)
Helpston Road, Glinton, Peterborough PE6 7JX
Tel: Peterborough 252235
Warden: Mr. L.V. Lowings, B.A.
Group 11
Required for January, 1986. Due to promotion a well qualified and enthusiastic teacher to be Head of Chemistry (Scale 3). Well established courses to 'O', C.S.E. and 'A' levels and excellent laboratory facilities.
Possible housing assistance.
Application by letter enclosing curriculum vitae and the names and addresses of two referees direct to the Warden at the above address. Closing date 18th October. Further details (send s.a.e. first class) may be obtained from the school.
(13785) 134818

CROYDON
TRINITY SCHOOL [illegible]
Croydon [illegible]
Head of Biology [illegible] Independent Schools [illegible]
[illegible] 134818

DORSET
PORTCHESTER SCHOOL
Harewood Avenue, Bournemouth BH7 6NZ
(Boys Bilateral 11 - 16)
Required January 1986 Head of Physics. Scale Three. Willingness to assist with Modular Technology Courses essential.
Application forms and further details from the Headmaster on receipt of sae.
(01635) 134818

DUDLEY
METROPOLITAN BOROUGH
EQUAL OPPORTUNITIES EMPLOYER
THE THORNS SCHOOL & COMMUNITY COLLEGE
Off Stockwell Avenue, Quarry Bank, Brierley Hill DY5 2NU
(12 - 16 co-ed. comp. Group 11)
For January, experienced TEACHER with energy and vision to be HEAD of SCIENCE (Scale 4), to lead a large team of 10 new, purpose-built and well-equipped laboratories. Ability to teach CHEMISTRY or PHYSICS to G.C.E. and C.S.E. levels an advantage but not a necessity.
Details/Application forms (on receipt of s.a.e.) from and returnable to Principal by 14th October. (13791) 134818

DURHAM
COUNTY COUNCIL
HEAD OF CHEMISTRY - SALARY SCALE 2
CONSETT MOORSIDE COMPREHENSIVE SCHOOL
11 - 16 Years
Teacher required for January, 1986, to teach the subject up to G.C.E. 'O' level and Integrated Science to lower age groups.
Stamped addressed envelope for application form and further details to Area Education Office, The Education Centre, Front Street, Stanley, Co. Durham.
Closing date for receipt of applications 18th October, 1985. (01713) 134818

HAMPSHIRE
WOOLSTON SCHOOL
Porchester Road, Southampton SO2 7JD
12 - 16 Comprehensive. NOR 575)
Required January Head of Science Scale 3 - a suitably qualified teacher with a commitment to integrated Science to lead the department which is part of a Mathematics and Science faculty. The successful applicant will teach integrated Science across the age and ability range.P
Application by letter to Acting Head with curriculum vitae and names of two educational referees and S.A.E. by 18th October. (01069) 134818

HAMPSHIRE
ST. EDMUND'S SCHOOL
Arundel Street, Portsmouth PO1 1RX
(Catholic Voluntary Aided. 7 F.E. and Large 6th Form)
Required from January, 1986 HEAD OF CHEMISTRY - SCALE 3. Able to teach to 'A' level.
Curriculum vitae and names of two referees to the Headmaster. (13863) 134818

HAVERING
LONDON BOROUGH OF HAVERING
ST. EDWARD'S C. OF E. COMPREHENSIVE SCHOIOL
London Road, Romford RM7 9NX
Tel: Romford 42809
(Roll 1050 mixed 6th form 150)
Headteacher: J.E. Gwinnell, M.A.
Scale 4 Head of Science. Required for January 1986 an experienced teacher with energy and vision to succeed the Head of Department who has promoted to a Deputy Headship, to continue exciting developments of a large and successful Department.

ROYAL LIBERTY SCHOOL
Upper Brentwood Road, Romford RM2 6HJ
Tel: Romford 40544
(Roll 598 Boys)
Headteacher: J.P. Coles, M.A. (Cantab)
Required for January 1986, Head of Biology, Scale 2, to teach to C.S.E. 'O' and 'A' level.
For above two posts letters of application enclosing full Curriculum Vitae and the names of two referees should be sent to the Headteacher concerned as soon as possible. (01907) 134818

SHROPSHIRE
EDUCATION COMMITTEE
AN EQUAL OPPORTUNITY EMPLOYER
SECONDARY
WILLIAM BROOKES SCHOOL
Farley Road, Much Wenlock TF13 6NB
11 - 18, 780 Pupils, Head of Science Scale 4
Applications are invited for this important post which has been held for more than a decade of eminently successful development by teachers of considerable calibre.
The successful applicant will be able to teach Chemistry and perhaps one other Science to 'A' level, have experience of Science teaching development and qualities of leadership to lead and further develop a successful department.
Applications by letter to the Headmaster at the school, S.A.E. or telephone for further information. (18821) 134818

WEST GLAMORGAN
COUNTY COUNCIL
[illegible] displayed advertisement [illegible] Primary/Secondary [illegible]
(03503) [illegible] 134818

Scale 2 Posts and above

BARNET
LONDON BOROUGH
QUEEN ELIZABETH'S BOYS' SCHOOL
Queen's Road, Barnet, Herts. EN5 4DQ
Tel: 01-441 4646
Comprehensive. Roll 960. Sixth form 120
London Allowance £678 payable
Nearest tube station High Barnet
Required January 1986, well qualified teacher able to take responsibility for teaching of COMBINED SCIENCE to First and Second Year. Successful candidate will be expected to develop course content, learning materials and assessments appropriate to needs of pupils across ability range as well as co-ordination of the teaching of team of teachers. Teacher sought who is looking for significant career opportunity in large, well equipped Faculty. Scale 2.
Removal expenses and separation allowances available.
Apply in writing to Head Teacher with full c.v. and names of two referees. S.A.E.
Director of Educational Services. (01911) 134820

BEDFORDSHIRE
SOUTHERN AREA
CEDARS UPPER SCHOOL & COMMUNITY COLLEGE
Mentmore Road, Leighton Buzzard, Beds. LU7 7PA
Tel: 375636
NOR 1050 (M) including 220 6th Form
Required for 1.1.85, a graduate Physicist to join a strong department of four. Teaching from CSE/'O' Nuffield 'A' and Oxbridge. Interest in Electronics and Integrated Science. Scale 2 post available for experienced applicant.
Application forms and further particulars obtainable from and returnable to the Head at the School, sae please. (01155) 134820

BROMLEY
LONDON BOROUGH OF BROMLEY
BULLERS WOOD SCHOOL FOR GIRLS
St. Nicholas Lane, Chislehurst, Kent BR7 5LJ
Tel: 01-467 2280
(960 on roll, 160 in Sixth Form)
A Physics graduate is required for January 1986, to take responsibility for the organisation of the Physical Sciences within the Science and Technology Faculty as well as overall responsibility for Physics.
Physics is a popular examination subject at all levels and the post provides the opportunity to encourage the students career interests in the Physical Sciences and to develop links with Technology and Computing. A Scale 2 or 3 is available for a suitably experienced candidate.
Further details and application form available from the Headmistress at the school to whom completed forms should be returned by 14th October 1985. (01623) 134820

CROYDON
LONDON BOROUGH OF CROYDON
JOHN RUSKIN HIGH (M)
Upper Shirley Road, Croydon CR9 5AQ
Tel: 01-656 0004
Tenable: 1st January 1986
A graduate teacher of Physics and Electronics is required at this 14 - 18 mixed comprehensive High School (950 on roll including 450 in Sixth Form). Physics is taught at CSE, 'O' and 'A' level and Electronics at 'OA' and 'A'. Physics is very popular in the Sixth Form where 140 students are studying the subject to Advanced level. Scale 2 is available for a suitably qualified and experienced teacher.
SALARY - Burnham Scale 2 With London Area Allowance.
Please send S.A.E. for application form from and returnable to the Head Teacher at the above address as soon as possible.
The post is exempt from the LMGSC procedure but application from employees of the GLC or MCC's with relevant experience will be welcome. (13894) 134820

DEVON
Please see displayed advertisement on Page 69. (13765) 134820

DUDLEY
ELLOWES HALL SCHOOL
Stickley Lane, Lower Gournal
TEACHER OF PHYSICS
See advertisement under Secondary Science Scale 1. (13795) 134820

ESSEX
ST. MARTIN'S SCHOOL
Hanning Hill Lane, Hutton, Brentwood
Tel: 0277 227680
(Roll 1100)
SECOND IN PHYSICS, Scale 2
Required January, 1986, 11 - 18 Comprehensive, to join expanding well-supported department. Ability to teach to 'A' level 2 sets 'A' level Physics most years. Excellent opportunity for ambitious teacher.
C.V. to Headteacher by 8th October with two referees (foolscap s.a.e. please). (01886) 134820

HERTFORDSHIRE
TURNFORD SCHOOL
Mill Lane, Cheshunt, Herts
(820 mixed: all ability: 80 in 6th Form)
For JANUARY 1986, the Science Department requires a Physicist, Scale 2, willing and able to teach General Integrated Sciences up to 'O' + and Physics up to 'A' level. The successful applicant will become one of a team of eight teachers and two technicians running a variety of well established courses, both traditional and Nuffield, up to Advanced level.
Turnford has a high local reputation and is in pleasant surroundings, with excellent facilities. Outer Fringe allowance payable.
Please apply to the Headmaster by letter (no forms), with full details and the names of two referees (S.A.E.) when futher details will be sent. (01164) 134820

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
RAINHAM MARK GRAMMAR SCHOOL
5 f.e. mixed selective school, 220 in 6th Form
Required for January, 1986 a well qualified graduate to teach Physics to 'A' and 'S' level and Combined/Integrated Science in Years 1 - 3. A Scale 2 post is available for a suitably experienced candidate at this 11 - 18 co-educational school.
Further details and application form available from Dr. R. Keen, M.Sc., Ph.D., Headmaster, Rainham Mark Grammar School, Pump Lane, Rainham, Kent (s.a.e. please).

THANET DIVISION
ST GEORGE'S C.E. (CONTROLLED) SECONDARY SCHOOL
Broadstairs
Required for January 1986 a Teacher to co-ordinate and teach General Science in Lower School, teach Human Biology and Science at Work in 4th and 5th year. A Scale 2 post is available for a suitably qualified applicant.
Details from the Head Teacher to whom applications should be sent, enclosing names and addresses of two referees.

MAIDSTONE DIVISION
VINTERS BOYS' SCHOOL
Huntsman Lane, Maidstone, Kent
Roll 940
Required January 1986, a well qualified and enthusiastic Physicist to the Head of Physics within the Faculty of Science in this 11 - 17 Thames-side High School. Examination work to GCE 'O' level and CSE; an awareness of GCSE requirements is important.
Application with CV and two referees to Headmaster. SAE for further details. (01427) 134820

KENT COUNTY COUNCIL EDUCATION DEPARTMENT
MEDWAY DIVISION
Hundred of Hoo School, Rochester, Kent ME3 9HH.
Co-educational 1,200 pupils.
Applications are invited from well qualified and experienced teachers of Physics interested in 'A' level teaching and Pastoral Care. The school has a thriving Science Faculty and excellent facilities. High standards of work and behaviour are expected from pupils at this Upper Comprehensive School and a teacher is sought who will give strong support to the ethos of the school. 'A' level teaching immediately available. A scale 2 post is available for a teacher keen to act as deputy year tutor with the 5th form. This is an ideal appointment for an ambitious teacher to gain valuable experience. Letters of application, full CV and the names and addresses of two referees to the Headmaster. 14th SAE please. [illegible]

KINGSTON UPON THAMES
ROYAL BOROUGH OF KINGSTON UPON THAMES
HOLLYFIELD SCHOOL
Surbiton Hill Road, Surbiton, Surrey KT6 4TU
Tel: 01-399 2657
No. on roll: 1000, 11 - 18, co-ed.
Required for January 1986, a PHYSICIST to teach Physics to 'O' 'A' level, Electronics to 'O' level, and with some background in Technology. The post would entail responsibility for the development of technology and electronics within the Science Department.
Scale 3 post. London Allowance £678.
Please apply immediately in writing to the Acting Headmistress enclosing a curriculum vitae and the names and addresses of two referees.
Applicants are invited to visit the School by prior arrangement with the Acting Headmistress. (01184) 134820

SECONDARY SCIENCE
continued

LINCOLNSHIRE
QUEEN ELIZABETH'S GRAMMAR SCHOOL
West Street, Horncastle LN9 5AD
(Group 9. Roll 525, inc. 105 in 6th Form)
Required for 1st January 1986 a graduate teacher to be Senior Biologist, responsible for the Department and teaching up to university entrance level. The post is currently Scale 3.
Further particulars are available from the Headmaster (Tel: 06582 2465/6) to whom application with the names and addresses of two referees should be sent. Closing date 18th October 1985. (L0408).
(01127) 134820

OXFORDSHIRE
COUNTY COUNCIL
COOPER SCHOOL
Churchill Road, Bicester OX6 7TS
Group 10 Roll 870 11 - 16 Comp
A vacancy exists from January, 1986, for an experienced Physical Scientist (Physicist preferred) to play a key role in the development of technological approaches to the teaching of Science, and a commitment to problems solving. A scale 2 or scale 3 is available for a suitable candidate.
Letters of application with the names of two professional referees should reach the Headteacher not later than October 14th. (13807) 134820

SHROPSHIRE
EDUCATION COMMITTEE
EQUAL OPPORTUNITIES EMPLOYER
THE CHARLTON SCHOOL
Severn Drive, Wellington, Telford
Required as soon as possible a teacher of Physics to take over the timetable of the existing specialist who has been promoted with effect from 1st January 1985.
Further details and application forms from the Head (SAE), and to be returned as soon as possible. (18436) 134820

SHROPSHIRE
EDUCATION COMMITTEE
Equal Opportunities Employer
FITZALAN SCHOOL
Upper Brook Street, Oswestry, Shropshire
SCIENCE SCALE 3
Required for January 1986, well qualified experienced teacher to be 2nd in charge of the Science Dept., Scale 3. Physicist or Biologist preferred.
Apply by letter to the Head with names, addresses and status of two referees. (01405) 134820

WARWICKSHIRE
THE TRINITY SCHOOL
Guy's Cliffe Avenue, Leamington Spa, Warwickshire
Tel: 37408
(R.C. Voluntary Aided Mixed Comprehensive)
1100 on roll, organised as two 4 f.e. parallel halls for 12 - 16 plus a mainly academic VI form hall of 200
Required for January: trained good honours graduate, preferably with research experience, to teach Nuffield Chemistry at all levels, particuarly at sixth form level in strong, innovative department. 3 well equipped chemistry laboratories, computers available. Scale 2.
Application by letter to the Principal at the school.
Warwickshire is an Equal Opportunities Employer. (01934) 134820

WARWICK
THE KING'S HIGH SCHOOL FOR GIRLS
Warwick CV34 4HJ
(540 girls, 130 in sixth form)
Required for January, 1986 good Honours Graduate to share the teaching of Biology throughout the school to A level and beyond. There are two other Biologists in a Science Department of eight. About half the sixth form girls study sciences.
Salary Burnham Scale 1 or 2 according to experience.
Applications (no forms) to the Headmistress. (18573) 134820

WEST SUSSEX
MILLAIS SCHOOL
Depot Road, Horsham, West Sussex RH13 5HR
11 - 16 Girls Comp. NOR 1136
Required January 1986, Teacher of Physics, Scale 2, to join a well established and enthusiastic department. Together with teaching Physics to 'O' level and Combined Science in the lower school, candidates should be expected to undertake some specific area of responsibility within the Science Department.
Applications to Headteacher, S.A.E. please. Removal expenses in approved cases. Previous applicants automatically considered. (01812) 134820

WEST SUSSEX
Southern Area
THE ANGMERING SCHOOL
Station Road, Angmering, Littlehampton
Required January 1986 teacher of PHYSICS (Scale 2) for this mixed comprehensive school with 1030 pupils on roll including 100 in Sixth Form. Modern well-equipped laboratories. Assistance with removal & resettlement expenses will be given in approved cases. Details and form from Headmaster on receipt of s.a.e. (01401) 134820

WILTSHIRE
THE CORSHAM SCHOOL
The Tynings, Corsham, Wilts. SN13 9DF
Required for January, or as soon as possible, a well qualified and experienced teacher to be HEAD OF BIOLOGY (Scale 2) in the Science Faculty of this co-educational comprehensive school for pupils aged 11 - 18 years. The work would involve a substantial contribution to Combined Science courses throughout the school and a substantial amount of examination work to 'O' and 'A' level.
Application forms and further details (SAE please) are obtainable from the Acting Headteacher at the school and are returnable by 14th October, 1985. (06576) 134820

WILTSHIRE
THE JOHN OF GAUNT SCHOOL
Wingfield Road, Trowbridge, Wiltshire
1300 pupils, 11 - 18 mixed comprehensive (160 in Sixth Form)
Headmaster: K.D. Berry, J.P., B.A., F.R.S.A.
TEACHER OF PHYSICS (Scale 2)
A well-qualified teacher (scale 2) is required or January, 1986, to teach Physics to 'O' and 'A' level, with some Combined Science in the Lower School. An interest in Technology would be an additional recommendation.
Application forms and further details of both the post and the school are available from the Headmaster (large s.a.e. please) at the school. Closing date for the receipt of completed applications is Wednesday, 16 October. (01627) 134820

Scale 1 Posts

BARNET
(LONDON BOROUGH)
HENDON SCHOOL
Golders Rise, Hendon, London NW4 2HP
Tel: 01-202 9004
Co-educational Comprehensive. Roll 1017. Sixth Form 133
Required January, 1986, Scale 1 teacher of GENERAL SCIENCE with interest in Integrated Science Approaches. Opportunity to teach 4th and 5th Year examination classes. Successful applicant will be member of Department of nine achieving very good results in public examinations at all levels.
Removal expenses and separation allowances available.
Apply in writing to Head Teacher with full c.v. and names of two referees. S.A.E.
Director of Educational Services. (01080) 134822

BERKSHIRE
THE BULMERSHE SCHOOL
Chequers Way, Woodley, Reading RG5 3EL
N.O.R.: 1566
Required January 1986, Physical Scientist (Scale 1) to teach Physics in Middle School, and integrated Science in the first three years. Sixth form work is available to suitably qualified candidates.
Apply by letter to the Headteacher giving two referees. (SAE Please).
Closing date: 11th October, 1985.
An Equal Opportunity Employer. (01173) 134822

BERKSHIRE
READING SCHOOL
Erleigh Road, Reading RG1 5LW
n.o.r. 640
(120 boarders)
Required January 1986 for this maintained Boys' Grammar School to teach Physics up to A level. Willingness to help with team games or C.C.F. would be welcome. Possibility of Scale 2 depending on qualifications and experience. A temporary appointment for two terms would be considered. Further details may be obtained from the School (0734 61406).
Applications (no forms) together with names and addresses of two referees to the Headmaster as soon as possible. Closing date 14th October 1985.
An Equal Opportunity Employer. (01175) 134822

BEXLEY
LONDON BOROUGH
BEXLEY TECHNICAL HIGH SCHOOL FOR GIRLS
Townley Road, Bexleyheath, Kent DA6 7AB
Tel: 01-304 8311
Roll: 890
Required for January, 1986 a graduate SCIENCE teacher Scale 1 able to teach BIOLOGY and CHEMISTRY to G.C.E. 'O' level. Possibility of 'A' level work for suitably qualified teacher.
Application forms available from the Head Teacher to whom they should be returned by 18th October. Please enclose a stamped addressed envelope. [illegible] (18649) [illegible] 134822

BRADFORD
CITY OF BRADFORD METROPOLITAN COUNCIL
BELLE VUE BOYS' SCHOOL
13 - 18 Boys' Comprehensive 745 on roll, 180 in Sixth Form
Required for January 1986, a teacher of Science (Scale 1) with an interest in Agriculture. The school is at the front of progress in Vocational Preparation courses leading to City and Guilds 365 qualifications. These courses now run in the 4th nd 5th years as well as in the 'new' Sixth Form. Agriculture forms one of the options at all these levels and the school keeps bees, geese and hens as well as running an allotment and greenhouse. The successful candidate (who need not have a formal qualification in Agriculture) will be required to take over the running of this well established course and also to teach Science at a similar level.
Application forms and further details may be obtained from the Headmaster, (SAE please) Belle Vue Boys' School, Thorn Lane, Haworth Road, Bradford BD9 6ND, to whom completed forms should be returned by 16 October 1985.
Reference ET 96085/TES.
Bradford is an equal opportunities employer and welcomes applications from candidates of any race, sex, age or disability, unless otherwise stated. (06579) 134822

BUCKINGHAMSHIRE
EQUAL OPPORTUNITY EMPLOYER
Beaconsfield/Chiltern Area
CHESHAM HIGH SCHOOL
White Hill, Chesham HP5 1BA
Headmaster: Mr K.D. Stokes, B.Sc.
Required as soon as possible, a full-time graduate teacher of Physics for 'O' and 'A' level classes in this mixed Grammar School. This is a temporary post for two terms to cover maternity leave.
Please apply, in writing, to the Headmaster giving full details of experience and the names of two referees. (13867) 134822

CROYDON
LONDON BOROUGH OF CROYDON
PURLEY BOYS' HIGH
Placehouse Lane, Old Coulsdon, Surrey CR3 1YA
Tel: Downland (71) 51176/9
Tenable: 1st January 1986
Temporary teacher for Spring and Summer Terms required in this ten-form entry, 14 - 18 High School for Boys, a well qualified graduate to teach Biology to CSE 'O' and 'A' level of the General Certificate of Education standard. A significant number of pupils follow the subject in the Sixth Form to 'A' and 'S' level.
The school has its own outdoor centre in North Wales where field study courses are held, together with extra-curricular activities.
A scale post is available for a suitably qualified and experienced candidate.
Salary - Burnham Scale: 1 or 2, With London Area Allowance.
This post is excempt from LMGSC procedures but applications from employees of the GLC or MCC's with relevant experience will be welcome.
Please send SAE for application form, from and returnable to, the Head Teacher at the above address as soon as possible. (01187) 134822

CROYDON
LONDON BOROUGH OF CROYDON
WOODCOTE HIGH (M)
Meadow Rise, Coulsdon, Surrey CR3 2EH
Tel: 01-668 6464/7
Tenable: 4th November, 1985
Required in this 11 - 16 mixed comprehensive High School, a full time temporary teacher of Biology. This post is to cover for a permanent member of staff on Maternity leave.
Salary - Burnham Scale: 1. With London Area Allowance.
This post is exempt from LMGSC procedures but applications from employers of the GLC or MCC's with relevant experience will be welcome.
Please send SAE for application form, from and returnable to, the Head Teacher at the above address as soon as possible. (01188) 134822

DERBYSHIRE
See Derbyshire Display advert post reference NE/14/3, NE/9/1 Page 70. (01136) 134822

DEVON
Please see displayed advertisement on Page 69. (13768) 134822

DONCASTER
EDLINGTON COMPREHENSIVE SCHOOL
Tait Avenue, Edlington, Doncaster DN12 1HH
Tel: Rotherham 864100
Required as soon as possible. Graduate Teacher of Chemistry, Scale 1 to join an enthusiastic and forward-looking team of Science specialists and to teach to 'O' and 'A' level.
Further details and application forms available from the Headmaster, to whom completed forms should be returned as soon as possible. (01837) 134822

DORSET
GLENMOOR SCHOOL FOR GIRLS
Beswick Avenue, Ensbury Park, Bournemouth
(690 on roll)
Required January 1986, well qualified teacher for Physics and General Science. Physics taught to 'O' level and C.S.E. Scale 1.
Application forms and further details from the Headmistress on receipt of s.a.e. (01639) 134822

DUDLEY
METROPOLITAN BOROUGH
Equal Opportunities Employer
ELLOWES HALL SCHOOL
Stickley Lane, Lower Gornal DY3 2JH
(12 - 18 co-ed - Group 11)
For January, TEACHER of PHYSICS (Scale 1 - Scale 1 available for suitably qualified and experienced candidate). 'O' and 'A' level work available.
Details available from Headteacher to whom letter of application with c.v. and naming two referees should be sent by 14th October. (13794) 134822

ENFIELD
LONDON BOROUGH OF ENFIELD
THE LATYMER SCHOOL
Haselbury Rd., Edmonton, London N9 9TN
MASTER/MISTRESS (Scale 1)
Required for January 1986 to teach BIOLOGY to 'O', 'A' and 'S' level. This is a strong department which attracts about 50 'A' level candidates per year (including a Zoology group). Biology is taught as a separate subject from the First year and in the 'O' level options scheme it attracts about 160 candidates. There are four well-equipped Biology Laboratories and a Greenhouse.
London Allowance, £678.
Letters of application (no forms) should be sent to the Head Master at the School giving the names of two referees and stating qualifications, experience and special interests relevant to any aspect of school life.
An equal opportunity employer. (01910) 134822

HAMPSHIRE
BRIGHTON HILL SCHOOL
Brighton Way, Basingstoke RG22 6ERP
11 - 16 Mixed Community School
Required January 1986 or earlier. Scale 1 Teacher of Science.
Letter of application with c.v. and names of two referees to Headteacher. S.A.E. (01074) 134822

HAVERING
LONDON BOROUGH OF HAVERING
CHASE CROSS SCHOOL
Havering Road North, Romford RM1 4YY
Tel: Romford 47353
(Roll 900 Mixed)
Headteacher: D.A. Steward, B.A.
Required for January 1986 or as soon as possible, Scale 1 teacher of Biology. Biology is offered as an examination course to 'O' and 'A' level. The successful candidate would be required to teach to all levels including a share of lower school science courses. The Department has good modern facilities and members of staff are expected to participate actively in all aspects of its work. Candidates who are available immediately should phone the Headmaster in the first instance.
Letters of application enclosing full curriculum vitae and the names of two referees should be sent to the Headteacher by 14th October 1985. (01606) 134822

HERTFORDSHIRE
NICHOLAS HAWKSMOOR SCHOOL
Cowley Hill, Borehamwood, Hertfordshire WD6 5LG
Tel: 01-953 7059
Fringe Allowance £258 p.a.
Required for January, 1986: A SCIENCE teacher to be responsible for organising and developing SCIENCE courses and also to teach Biology, Chemistry or Physics at this 6 Form Entry Upper School for 650 boys and girls aged 13 to 18. Scale 2 for a suitably qualified and experienced applicant. Eight fully equipped laboratories. Assistance with games or other extra curricular activities a recommendation.
Applications (no forms) with names of two educational referees should be sent to the Headmaster as soon as possible. (13847) 134822

HERTFORDSHIRE
MARSHALSWICK SCHOOL
The Ridgeway, St Albans, Herts AL4 9NX.
Head: Mr F. C. Mills.
BIOLOGY TEACHER
Required for January 1 or earlier, Scale 1, full-time, London fringe allowance. Biology graduate to join a well equipped department to teach examination classes in the upper school and some integrated science to C.S.E. level.
Application form from the Headmaster. [illegible]

HERTFORDSHIRE
TRING SCHOOL
Mortimer Hill, Tring
Tel: Tring 2303
Mixed, Church of England (Voluntary Controlled), all-ability school, age range 11 - 18 years: 1,000+ on roll; 100+ in 6th form
Scale 1
Required for January 1986. A graduate to join a strong Science Department to teach INTEGRATED SCIENCE up to C.S.E. and G.C.E. 'O' level. The school has developed its own integrated course in the lower forms and follows the Hertfordshire Integrated Science Project based on Nuffield 13 - 16 Integrated Science. 'A' level work in Physics, Chemistry or Biology could be available for a suitably qualified and interested candidate.
Apply by letter direct to the Headmaster at the school including a curriculum vitae and the names of two referees. (06600) 134822

ESSEX
ST. MARK'S R.C. COMPREHENSIVE SCHOOL
Tripton Road, Harlow CM18 6AA
Tel: Harlow (0279) 21267
GRADUATE BIOLOGIST, Scale 1
Required for January, 1986, strong Science Department, good facilities course to GCE, 'A' level.
Apply to the Headteacher for further details (foolscap s.a.e. please). (01150) 134822

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
BORDEN GRAMMAR SCHOOL
Avenue of Remembrance, Sittingbourne, Kent ME10 4DB
Required in January at this Voluntary controlled, four-form entry 13+ selective school for boys, graduate for Biology to A-Level. Temporary post for two terms.
Applications to the Headmaster at the school.

CANTERBURY DIVISION
ST. ANSELM'S CATHOLIC COMPREHENSIVE SCHOOL
(5 form entry, 11 - 19 co-educational, roll 820)
Required for September 1985 a teacher for Physics. Scale 1 post. Application to the Head Teacher at the school in Old Dover Road, Canterbury.

MAIDSTONE DIVISION
CORNWALLIS SCHOOL
Hubbards Lane, Linton, Maidstone ME17 4HX
A Group 11 mixed High School in the Thames-side Scheme
Required January 1986, and enthusiastic Science teacher to join successful team of nine. The Science Department is in the process of major innovation and a teacher of any Science discipline is welcome. For the remainder of the year, the successful applicant will teach mainly combined Science in years 1/2. Subsequent teaching will depend on the individual's aptitude and interest.
Applications with CV and names of two referees to the Headmaster at the school. (01418) 134822

SOCIALISM AT WORK
Tameside Metropolitan Borough
Education Department
PRIMARY SCHOOL VACANCIES
HYDE GEE CROSS HOLY TRINITY C OF E PRIMARY SCHOOL
SCALE 1 – UPPER JUNIORS
An interest in one or more of the following areas:- Boys Games, Computer Studies, Science.
HYDE GODLEY COUNTY PRIMARY SCHOOL
SCALE 1 – RECEPTION/MIDDLE INFANTS
This is a permanent post.
Application forms for the above two primary posts obtainable from and returnable to the Director of Education, Teachers Staffing Section, Council Offices, Wellington Road, Ashton-under-Lyne, Tameside, Greater Manchester OL6 6DL.
Closing date 18th October 1985, Ref: TE1048/TES.
SECONDARY SCHOOL VACANCIES
ST. DAMIAN'S R.C. HIGH SCHOOL, LEES ROAD, ASHTON-UNDER-LYNE, TAMESIDE OL6 8BH.
HEAD TEACHER MR P G JACKSON B.A, M.ED.
TEL: 061-330 5974
SCALE 3 – HEAD OF SCIENCE
St. Damian's is an 11-18 Comprehensive and offers an excellent opportunity for the successful candidate to develop Science across the full age and ability range. The Governors are seeking to appoint a well qualified enthusiastic teacher with qualities of leadership.
DROYLSDEN LITTLEMOSS HIGH SCHOOL, CRYER STREET, DROYLSDEN M35 7LF.
HEADTEACHER MR R.COE B.A., M.SC.
TEL: 061-370 3334
SCALE 1 – CRAFT DESIGN TECHNOLOGY
This is a temporary post for two terms from January 1986.
Application forms and further details for the above two secondary posts obtainable from and returnable to the Headteacher at the school.
Closing date 18th October 1985. Ref: TE1048/TES.
(730)
AN EQUAL OPPORTUNITY EMPLOYER

WEST GLAMORGAN County Council
EDUCATION DEPARTMENT
TEACHING VACANCIES
Applications are invited for the following posts in January, 1986 or as soon as possible thereafter.
CENTRAL OFFICE APPOINTMENTS
(The Director of Education, Personnel Section, West Glamorgan County Council, County Hall, Swansea. SA1 3SN).
RHOSSILI OUTDOOR PURSUITS CENTRE, Middleton, Rhossili, SA3 1PJ.
A qualified and experienced teacher to assist the Teacher-in-Charge with pupil and teacher courses held at the Centre. SCALE 2.
(Post ref: 3.41.85).
Application forms and further particulars for the above post are available from the Director of Education, Personnel Section, West Glamorgan County Council, County Hall, Swansea, SA1 3SN on receipt of a large stamped addressed envelope quoting the above post reference.
The CLOSING DATE for receipt of completed applications is THURSDAY, 17th October, 1985.
Application forms and further details for the following posts must be obtained from the appropriate school.
BISHOP GORE COMPREHENSIVE SCHOOL, Del-la-Beche Road, Sketty, Swansea, SA2 9AR.
(MIXED) (1857 on roll) (Age Range 11-18)
TEMPORARY ASSISTANT TEACHER to assist with the teaching of GEOGRAPHY throughout the school. This appointment is initially for 2 terms only. SCALE 1.
(Post ref: 4.41.85).
CEFN SAESON COMPREHENSIVE SCHOOL, Cimla, Neath.
(MIXED) (820 on roll) (Age Range 11-16)
Qualified teacher of FRENCH to teach the subject up to and including G.C.E. 'O' level and C.S.E. Ability to teach Junior Welsh is also essential. SCALE 1.
(Post ref: 5.41.85).
PENTREHAFOD COMPREHENSIVE SCHOOL, Pentremawr Road, Hafod, Swansea, SA1 2NN.
(MIXED) (1280 on roll) (Age Range 11-18)
TEMPORARY ASSISTANT TEACHER, suitably qualified to assist in the teaching of SPECIAL EDUCATION throughout the school. An ability to assist in the teaching of Physical Education to boys is essential. SCALE 1 + S.C.A. This is a Temporary post for 2 terms only.
(Post ref: 6.41.85).
YSGOL GYFUN YSTALYFERA, Glan-yr-Afon Road, Ystalyfera, Swansea.
(MIXED) (926 on roll) (Age Range 11-18).
1. A qualified and experienced graduate in CHEMISTRY is required as HEAD OF DEPARTMENT and to be responsible for organising the department to 'O' and 'A' level. The subject is taught through the medium of English, but candidates must also be fluent in Welsh. SCALE 3. THIS IS A RE-ADVERTISEMENT.
(Post ref: 7.41.85).
2. A graduate teacher in GERMAN to teach the subject up to and including 'A' level and to assist with the teaching of French in the Junior School. The subjects are taught through the medium of Welsh. SCALE 1.
(Post ref: 8.41.85).
BIRCHGROVE JUNIOR SCHOOL, Heol Dulais, Birchgrove, Swansea, SA7 9NA.
(MIXED) (225 on roll) (Age Range 7-11).
ASSISTANT TEACHER for Lower Juniors in the first instance. Applicants are invited to state areas of the curriculum in which they have a particular interest. SCALE 1.
(Post ref: 9.41.85).
BRYN PRIMARY SCHOOL, Bryn, Port Talbot, SA13 2RS.
(MIXED) (67 + Nursery on roll) (Age Range 3-11)
An enthusiastic teacher is required to take a mixed age range class. Candidates should state their interests, expertise and experience in their particular curriculum areas when applying. SCALE 1.
(Post ref: 10.41.85).
Application forms and further particulars must be obtained from the appropriate school concerned on receipt of a large stamped addressed envelope quoting the post reference.
The CLOSING DATE for receipt of completed applications forms is THURSDAY, 17th OCTOBER, 1985.
JOHN BEALE
DIRECTOR OF EDUCATION

SECONDARY SCIENCE
continued

HILLINGDON
LONDON BOROUGH OF HILLINGDON

NORTHWOOD SCHOOL
Potter Street, Northwood, Middx. HA6 1QG

Number on roll: 998 (125 in sixth form)

Headteacher: N.J. Chapman, M.A.

BIOLOGY

Required immediately, or for January 1986 if necessary, a teacher of Biology (Scale 1).

A teacher able to offer integrated Science up to second year level could be considered for a short term contract.

Please apply in the first instance by letter to the Head of the School stating the names and addresses of two referees.

Outer London Allowance Payable (01039) 134822
w (01039) 134822

KNOWSLEY
HIGHER SIDE COMPREHENSIVE SCHOOL
Whiston, Prescot, Merseyside L35 2XG

(850 Boys and Girls, 11 - 18 Years)

TEACHER OF BIOLOGY
(Scale 1 or 2)

Required for January 1986.

Applications are invited from experienced teachers who would be able to take charge of the teaching of Biology at Scale 2 level or from teachers who wish to work in a rapidly expanding progressive Science Department at Scale 1 level.

Further details and application forms are available from the Headteacher at the school. Closing date 18.10.85. (01773) 134822

LEICESTERSHIRE
COUNTY COUNCIL

An Equal Opportunity Employer

ROBERT SMYTH UPPER SCHOOL
Burnmill Road, Market Harborough, Leics. LE16 7JG

(14 - 19 Upper)

Roll 1250

PHYSICS SCALE 1

Required from January 1986 a teacher to join a team locally to teach GCE/CSE and General Science to pupils of 'O' level courses to 4th and 5th year pupils. Possibility of some 'A' level Physics. Duties to commence (subject to confirmation of vacancy) at the beginning of the Spring Term 1986.

Please contact the Headteacher for further details and application forms (SAE). (01162) 134822

LEICESTERSHIRE
COUNTY COUNCIL

An Equal Opportunity Employer

LONG FIELD HIGH SCHOOL
Lake Terrace, Melton Mowbray, Leics. LE13 0BZ

(11 - 14 High)

Roll 435

SCIENCE Scale 2

Required January suitably qualified and experienced teacher of Science. A modular combined science course taught to all three years, mainly in mixed ability groups. The successful applicant will be expected to contribute to the further development of the department.

Please contact the Headteacher for further details and application forms (SAE). (01613) 134822

NEWCASTLE UPON TYNE
CITY OF NEWCASTLE UPON TYNE
EDUCATION COMMITTEE
ST. CUTHBERT'S R.C. COMPREHENSIVE SCHOOL
TEACHER OF BIOLOGY
(SCALE 1 POST)

Required from 1st January 1986, a suitably qualified teacher for Biology up to level (including 'A' level and general science C.S.E. level).

A practising Catholic would be preferred.

Application forms and further details obtainable from and returnable to the Head Teacher, St. Cuthbert's R.C. Comprehensive School, Benwell Hill, Newcastle upon Tyne NE15 7PX by Friday 18th October, 1985. (13652) 134822

NEWHAM
LONDON BOROUGH OF NEWHAM
WOODSIDE COMMUNITY SCHOOL
Woodside Road, London E13 8RS
Head Teacher: Mr. M.J. Walton
Number on roll: 900
TEACHER OF SCIENCE (BIOLOGY) Scale 1
Required January 1986.

A committed teacher is required for this all-form entry, inner urban, mixed comprehensive school. To join the Science Department (within the Science/Maths suite). The teaching commitment is expected to consist of lower school general science and up to two per school biological science, leading to CSE and 'O' level examinations.

SALARY ALLOWANCE: £1,038 plus Social Priority Allowance.

Application forms/further particulars (s.a.e. please) available from The Head Teacher to whom completed forms should be returned by 15th October 1985.

DIRECTOR OF EDUCATION, Education Office, 379/383 High Street, Stratford, E15 4RD. (13691) 134822

NEWCASTLE UPON TYNE
CITY OF NEWCASTLE UPON TYNE
EDUCATION COMMITTEE
ST. CUTHBERT'S R.C. COMPREHENSIVE SCHOOL
TEACHER OF BIOLOGY
(SCALE 1 POST)

Required from 1st January 1986, a suitably qualified teacher for Biology up to level (including 'A' level and general science C.S.E. level).

A practising Catholic would be preferred.

Application forms and further details obtainable from and returnable to the Head Teacher, St. Cuthbert's R.C. Comprehensive School, Benwell Hill, Newcastle upon Tyne NE15 7PX by Friday 18th October, 1985. (13652) 134822

NEWCASTLE UPON TYNE
CITY OF NEWCASTLE UPON TYNE
EDUCATION COMMITTEE
ST. CUTHBERT'S R.C. COMPREHENSIVE SCHOOL
TEACHER OF BIOLOGY
(SCALE 1 POST)

Required from 1st January 1986, a suitably qualified teacher for Biology up to level (including 'A' level and general science C.S.E. level).

A practising Catholic would be preferred.

Application forms and further details obtainable from and returnable to the Head Teacher, St. Cuthbert's R.C. Comprehensive School, Benwell Hill, Newcastle upon Tyne NE15 7PX by Friday 18th October, 1985. (13652) 134822

OXFORDSHIRE
COUNTY COUNCIL
COOPER SCHOOL
Churchill Road, Bicester OX6 7TS
Group 10, Roll 870, 11 - 16 Comp

A vacancy exists from January, 1986, for a Biologist with an interest in biotechnology and a problem solving approach to the teaching of Science, and in the social and environmental implications of Science. A scale 1 or scale 2 available for a suitable candidate.

Letters of application with the names of two professional referees should reach the Headteacher not later than October 14th. (16463) 134822

SANDWELL
METROPOLITAN BOROUGH COUNCIL

HOLLY LODGE HIGH SCHOOL

(11 - 16 Comprehensive)

Required immediately.

SCIENCE - Scale 1.

Temporary until end of Autumn Term.

Letters of application stating full curriculum vitae and the names and addresses of two referees should be forwarded immediately to Head Teacher, Holly Lane, Smethwick, Warley, West Midlands.

An equal opportunity employer. Canvassing of members of the authority will disqualify. (01746) 134822

ST HELENS
METROPOLITAN BOROUGH COUNCIL
RAINFORD HIGH SCHOOL
Gerards Lane, Rainford, St. Helens, Merseyside WA11 8NY
(11 - 16 years mixed Comprehensive, 1,729 on roll, 208 in sixth form)
CHEMISTRY (SCALE 1)
Work to 'A' level available for a suitably qualified candidate.

Further details and application forms are available from the Headteacher to whom they should be returned as soon as possible. (16167) 134822

STAFFORDSHIRE
BERRYHILL HIGH SCHOOL
Arbourfield Drive, Bucknall, Stoke-on-Trent ST2 9LR.
Tel: S-o-T 52165
N.on.R. 845, Age Range 11 - 16

Required for 1st December 1985 or January 1986, a suitably qualified and enthusiastic Teacher of PHYSICS for a Scale 1 post within this educational comprehensive school. The successful candidate will be expected to work across the ranges of age and ability, and to 'O' and 'A' examination level. There will be some opportunity for a minor involvement in the teaching of Chemistry.

Application forms and further details are available from the Headmaster (foolscap s.a.e. please).

Canvassing will disqualify.

Closing date 10 days from publication.

Trade Union membership desirable.

STAFFORDSHIRE COUNTY COUNCIL. (16484) 134822

SUNDERLAND
BOROUGH OF SUNDERLAND
EDUCATION DEPARTMENT
ROUGHTON SCHOOL
Hetton Road, Houghton Le Spring DH4 6NA
(Group 11)

Required for 16th February, 1986: Teacher of Physics (Scale 1) to teach the subject to G.C.E. Advanced level.

Application forms obtainable from the Headteacher, at the school, on receipt of a stamped addressed foolscap envelope, to be returned by 18th December, 1985. (01778) 134822

Education
Project to Combat Under Achievement by Pupils of Afro-Caribbean Descent

Date of appointments: January 1986

Nottinghamshire is committed to a policy of equal access to the education process for all pupils from earliest childhood to adulthood. The Authority is determined to take the necessary educational measures to effect its policies for pupils of Afro-Caribbean descent.

We are aware that this will require a concerted effort by schools and the whole inspectorate. To assist the process we wish to recruit two teams of teachers to work as pathfinders in both the Primary and Secondary sectors, in the context of Inter-linking schools, and establishing a partnership with parents, communities and supplementary schools.

Primary Project
(2 posts)

Teacher
with Special Responsibility for Early Years Work
(Scale 3)

Candidates with qualifications and experience relating to young children are required and preference will be given to those with both nursery and infant experience. Other experience with pre-school children and their parents will be an advantage. Qualified candidates with experience restricted to either the nursery or infant years will also be welcomed.

Teacher with Special Curriculum Responsibility in either Language and Humanities or Mathematics and Science (Scale 3)

Candidates should state clearly their qualifications and experience in these areas of the curriculum.

Secondary Project
(5 posts)

Team Appointments
(Scales 2 or 3)

Candidates with good qualifications and experience across a range of curriculum specialisms including Mathematics, Science, Language, Humanities and Art and Craft are required. Appointments will be made at Scale 2 or 3 according to candidates' qualifications and experience.

For all the above posts, applicants should be suitably qualified and experienced primary/secondary teachers with knowledge of working in inner-city schools. Candidates must have personal and professional understanding and experience of black people living in a white dominated society.

Application forms and further details are available (s.a.e.) from the Director of Education at County Hall, Please indicate clearly for which post(s) you wish to be considered. Closing date 14 October. Please quote ref. 828/185.

An Equal Opportunity Employer.

Nottinghamshire County Council
County Hall · West Bridgford · Nottingham NG2 7QP

SUTTON
LONDON BOROUGH OF SUTTON
GLENTHORNE HIGH SCHOOL FOR GIRLS
Sutton Common Road, Sutton, Surrey SM3 9PS
Tel: 01-644 6301
(3 form entry, 11 - 18, approx. 850 on roll)
PART-TIME CHEMISTRY - 0.40 Scale 1

Required as soon as possible, a well qualified and enthusiastic teacher to share in the teaching of chemistry throughout the school to GCE 'A' level. Courses to CSE, 'O' level, CPVE and the proposed TVEI are offered by a forward looking Science Department.

The ability to teach mathematics and/or computer studies would be an advantage, though not essential.

Application by letter to the Headteacher including cv and the names and addresses of two referees (please enclose SAE). (01190) 134822

TRAFFORD
METROPOLITAN BOROUGH OF TRAFFORD
EDUCATION DEPARTMENT
BLESSED THOMAS HOLFORD R.C. SECONDARY SCHOOL
Irlam Road, Altrincham, Cheshire
Tel: 061-928 5080
SCALE 1 BIOLOGY
Required from January 1986.

Application forms and further details from the head.

Closing date 14th October 1985. (01736) 134822

V.S.O.

Please see display ad under Overseas Appointments. (13716) 134822

WALTHAM FOREST
AN EQUAL OPPORTUNITY EMPLOYER
WALTHAMSTOW SENIOR HIGH SCHOOL
Church Hill, London E17
Head: Mrs. C.H.M. Moffett
Required for January
TEACHER OF BIOLOGY
SCALE 1 (plus Outer London Allowance) required in this girls comprehensive school for pupils aged 14 - 18 years (900 on roll) to teach Biology at all examination levels in a hard-working and enthusiastic Department.

Contact Head Teacher for application form and further details (s.a.e.).

Closing date 18th October, 1985. Ref. P95/574. (01610) 134822

WIGAN
METROPOLITAN BOROUGH OF WIGAN
STANDISH HIGH SCHOOL
Required as soon as possible
LEIGH ST. MARY'S RC HIGH SCHOOL
Manchester Road, Astley, Tyldesley, Manchester M29 7EE
Tel: Atherton 884144
11 - 18 mixed comprehensive
TEMPORARY BIOLOGY AND CHEMISTRY to teach to 'O' level.

Application forms and further particulars available from and returnable to the Head teacher at the school (s.a.e. please) should be returned as soon as possible. Ref. (01850) 134822

WOLVERHAMPTON
BOROUGH COUNCIL
EDUCATION COMMITTEE
PARKFIELD SCHOOL
CHEMISTRY - SCALE 1
Temporary full time teacher required from 28th October 1985 to cover maternity leave in this 11 - 18 single site mixed comprehensive. Good accommodation recently completed. It has about 1350 pupils on roll and is situated in the southern area of the borough.

Application forms are available from the Deputy Director of Education, Education Department, Civic Centre, St. Peter's Square, Wolverhampton WV1 1RH to be returned within 14 days of this advertisement (SAE please).

Wolverhampton Council welcomes applications from all sections of the community irrespective of an individual's sex, ethnic origin or colour and from people with disabilities who have the necessary attributes to do the job. (01053) 134822

Social Studies

Scale 1 Posts

WALTHAM FOREST
AN EQUAL OPPORTUNITY EMPLOYER
WALTHAMSTOW SENIOR HIGH SCHOOL
Church Hill, London E17
Head: Mrs. C.H.M. Moffett
Required for January
TEACHER OF SOCIOLOGY
SCALE 1 (plus Outer London Allowance) required in this girls comprehensive school for pupils aged 14 - 18 years (900 on roll) to teach Sociology at all examination levels in a hard-working and enthusiastic Department.

Contact Head Teacher for application form and further details (s.a.e.).

Closing date 18th October, 1985. Ref. P95/574. (01610) 134822

All advertisements are subject to the conditions of acceptance of Times Newspapers Ltd, copies of which are available on request.

Speech and Drama

Heads of Department

AVON COUNTY
GORDANO SCHOOL
Portishead, Bristol BS20 9GH
(11 - 18 mixed comprehensive, 1350 - 200 in 6th Form)
Required from January 1986, Head of Drama (Scale 3), to take responsibility for this major element in the curriculum. Theatre Studies to 'A' level and several CSE acts each year. Spacious fully equipped Drama Studio. We have an outstanding reputation for productions and need an experienced, imaginative and supportive teacher to continue this tradition.

Further details from (sae please) and letters of application to, the Headteacher immediately giving full c.v. and names of two referees.

Avon is an Equal Opportunities Employer committed to appointments on their suitability for the post, regardless of sex, race, disability or sexual orientation. (16800) 135218

BERKSHIRE
ASHMEAD BOYS' SCHOOL
Northumberland Avenue, Reading
(Boys, 11 - 18 Comprehensive)
Required January, 1986, Head of Drama (Scale 1). An enthusiastic teacher is required to organise and teach Drama throughout the age and ability range. Full-time position in purpose-built drama studio and lecture theatre.

Letter of application and c.v. (including details of productions and courses available) should be forwarded to the Headteacher as soon as possible.

Closing date: 11th October 1985.

An Equal Opportunity Employer. (01183) 135218

WALTHAM FOREST
AN EQUAL OPPORTUNITY EMPLOYER
WALTHAMSTOW SENIOR HIGH SCHOOL
Church Hill, London E17
Head: Mrs. C.H.M. Moffett
Required for November
HEAD OF DRAMA SCALE 2 (plus Outer London Allowance) required in this girls comprehensive school (900 pupils aged 14 - 18 years) to lead Drama Department. Temporary appointment to cover Maternity Leave, to teach Drama at all examination levels.

Send letter of application, C.V. and names and addresses of two referees to the Head Teacher.

Closing date 14th October, 1985. Ref. P95/575. (01611) 135218

Scale 2 Posts and above

CALDERDALE
METROPOLITAN BOROUGH COUNCIL
EDUCATION DEPARTMENT
HOLMFIELD HIGH SCHOOL
Holdsworth Road, Holmfield, Halifax HX2 9TG
Required from January 1986 a teacher of DRAMA (Scale 2).

Application forms and further details (foolscap s.a.e.) from the Headteacher to whom completed forms should be returned by 18th October 1985. (01710) 135220

Scale 1 Posts

BARNET
LONDON BOROUGH OF BARNET SCHOOL
Wade House, Hendon, London NW4 1RL
Tel: 01-202 8004
Co-educational Comprehensive. Roll: 1017.

DRAMA
Required January, 1986, or September, 1986, Scale 1 teacher to work within English Department teaching DRAMA, including GCSE examination courses, using facilities of very well equipped Drama Studio and having strong commitment to production of School Drama events.

Removal expenses and separation allowances available.

Apply in writing to Head Teacher with full c.v. and names of two referees. S.A.E.

Barnet Education Service. (01078) 135223

EAST SUSSEX
PATCHAM FAWCETT HIGH SCHOOL
Ladies Mile Road, Brighton BN1 8TS
Boys Comprehensive, 11 - 16, Roll: 750

From January 1986: Drama/English Teacher (Scale 1) to join 6 year wide English/Drama team seeking to expand Drama. Relocation grants in approved cases.

Application forms (sae please) from and returnable to the Head Teacher. (01827) 135222

LONDON
MORE HOUSE SCHOOL
See advertisement under Independent Schools Speech & Drama posts. (01146) 135220

WIGAN
METROPOLITAN BOROUGH OF WIGAN
STANDISH HIGH SCHOOL
Kenyon Road, Standish, Wigan WN6 0NX
Tel: Standish 422255
(11 - 18 mixed comprehensive)
Required as soon as possible.

PART-TIME ARTS Scale 1. Music & Drama.

Application forms and further particulars available from and returnable to the Head teacher at the school (s.a.e. please) should be returned as soon as possible. Ref. 44/85

NOTTINGHAMSHIRE
COUNTY COUNCIL
MANNING COMPREHENSIVE SCHOOL
Robins Wood Road, Aspley, Nottingham NG8 3LD.
(Roll 1,500) (11 - 16)
DRAMA (Scale 1)

An enthusiastic and imaginative teacher is required to take charge. For a quarter of the time, the successful candidate will work within the Business Studies and Social Sciences faculties. Excellent multi-cultural education essential.

Application forms and further details are available (s.a.e.) from the Headteacher at the school.

An Equal Opportunity Employer. (01756) 135221

ROTHERHAM
METROPOLITAN BOROUGH COUNCIL

Rotherham is an equal opportunities employer

MALTBY COMPREHENSIVE SCHOOL

11 - 18 Mixed. Approx. 1800 on roll. Approx. 300 in 6th Form

Required for January, 1986

ASSISTANT TEACHER - SCALE 1

Teacher for Drama throughout the main school to 'O' level in a strong department.

Closing Date: 15th October, 1985.

Curriculum Vitae and details of two person for reference to the Head Teacher of the School, Braithwell Road, Maltby, Rotherham S66 8AR (Tel: Rotherham 812864). Or, Mr. Crane, Director of Personnel Resources. (13773) 135223

WILTSHIRE
HREOD PARKWAY SCHOOL
Akers Way, Swindon SN3 2NP

11 - 16 Coeducational Comprehensive School

N.O.R. 1385

Required January, 1986, Scale 1 teacher of Drama.

Letter of application, C.V., and names and addresses of two referees to the Head Teacher, at the school. (05366) 135222

Technology

Scale 2 Posts and above

ESSEX
COLCHESTER ROYAL GRAMMAR SCHOOL
Lexden Road, Colchester
Tel: 0206 577071
(Boys' 11 - 18)
TECHNOLOGY, Scale 2
January, 1986. Outstanding opportunity in this selective school in a progressive department well-established to 'A' Level. Scale 2 available.

Letters of application, two references, as soon as possible to Headteacher (copy of which will be sent to Head of Department) for further information and application forms (foolscap s.a.e. please). (01148) 135220

Other than by Subject Classification

Heads of Department

ESSEX
WESTBOROUGH HIGH SCHOOL FOR GIRLS
Boston Avenue, Southend-on-Sea SS2 6JH
Tel: Southend 343253
(Roll 1350)
HEAD OF CREATIVE STUDIES. Scale 4
Required for January, 1986. Well qualified and experienced teacher. Major interest in Textile Studies. Child care essential.

Curriculum vitae and names of two referees to Headteacher (foolscap s.a.e. please). (01157) 135218

HUMBERSIDE
EDUCATION COMMITTEE
SCUNTHORPE AND BRUMBY COMPREHENSIVE SCHOOL
Bramery Road, Scunthorpe
Head Teacher: N.A. Sharp
Tel: 0724 860
HEAD OF YEAR (Scale 4) required at this 11 - 16 Comprehensive educational establishment from 1st January, 1986.

Application forms and further particulars obtainable from the Head Teacher at the School to whom completed forms should be returned no later than 14th October, 1985. Interviews will be given to all eligible candidates. (s.a.e. please).

Equal Opportunities Employer will be disqualified.

Scale 2 Posts and above

ROTHERHAM
METROPOLITAN BOROUGH COUNCIL

Rotherham is an equal opportunities employer

SPURLEY HEY COMPREHENSIVE SCHOOL

11 - 16 Mixed Approx. 782 on roll

Required for January, 1986.

CO-ORDINATOR OF COMMUNITY, OUTDOOR AND PERSONAL EDUCATION - SCALE 4 PLUS R.A.

To lead future developments at a school committed to the provision of comprehensive community education in an urban priority area. It is envisaged it includes community activities, P.E., personal and social education. Further particulars (s.a.e. please) available from the Head.

Closing Date: 18th October, 1985.

Curriculum Vitae and details of two persons for reference to the Head Teacher of the School, Cranworth Road, Rotherham S65 1LA (Tel: Rotherham 365537).

G. Crane, Director of Personnel Resources. (13771) 135220

Scale 1 Posts

BERKSHIRE
ST. JOSEPH'S R.C. SECONDARY SCHOOL
Shaggy Calf Lane, Slough SL2 5HW
N.O.R. 361

Required, as soon as possible, a Teacher of General Subjects. An interest in Mathematics would be an advantage. A Scale 1 post is available.

Please contact the Headmaster (Slough 34713).

Closing date: 21st October.

An Equal Opportunity Employer. (01171) 135622

LEICESTERSHIRE
COUNTY COUNCIL

An Equal Opportunity Employer

RUSHEY MEAD SCHOOL
Melton Road, Leicester LE4

(11 - 16 Secondary)

Roll 1008

ENGLISH AS A SECOND LANGUAGE, Scale 1

Required January 1986 teacher for the initial language stage ESL. Previous experience and a specialist qualification preferred.

Please contact the Headteacher for further details and application forms (SAE). (01617) 135622

Scale 1 Posts

KNOWSLEY
METROPOLITAN BOROUGH OF KNOWSLEY

KNOWSLEY COMMUNITY & TERTIARY COLLEGE

LECTURER II IN MODERN LANGUAGES

Language Specialist required to teach German and French up to 'A' Level and develop appropriate courses to serve the needs of a wide range of students, the local community and business.

A suitable candidate may be considered for the post of Borough Liaison Officer for the Authority's German Exchange Scheme.

Application forms and further particulars obtainable by sending s.a.e. to the Borough Education Officer, Education Office, Huyton Hey Road, Huyton, Merseyside L36 5YH.

Closing date for completed applications 18 October 1985. (01118) 140022

RICHMOND UPON THAMES
LONDON BOROUGH OF RICHMOND UPON THAMES

RICHMOND UPON THAMES COLLEGE (TERTIARY)

Required immediately. Lecturer I (Temporary) for 30 teaching weeks in the School of Technology.

For details please refer to Further Education Section. (13899) 140024

BRADFORD
CITY OF BRADFORD METROPOLITAN COUNCIL
BELLE VUE BOYS' SCHOOL
13 - 18 Boys' Comprehensive, 745 on roll, 190 in Sixth Form
Required for January 1986, a teacher of Numeracy and Science (Scale 1). The School is a leader in the field of Vocational Preparation courses leading to City and Guilds Foundation certificates. These courses now run in the new Sixth Form, where TEC initiatives in Business Studies also available. The successful candidate will be required to teach both subjects in these areas. Previous teaching experience a distinct advantage for this post.

Application forms and further details may be obtained from the Headteacher (SAE please) Belle Vue Boys' School, Thorn Lane, Haworth Road, Bradford BD9 6ND. Completed application forms should be returned by 16 October 1985.

Reference ET 85985/TES.

Bradford is an equal opportunities employer and welcome applications from candidates of any race, sex, age or disability unless otherwise stated. (06584) 135622

DERBYSHIRE

See Derbyshire Display advert post reference AEP 13/3 Page 70. (01158?) 135622

GLOUCESTER
THE KING'S SCHOOL
Gloucester
Please see Independent Schools section. (13472) 135622

LONDON
THE LONDON ORATORY SCHOOL
Seagrave Road, London SW6 1RX

Tel: 01-385 0102

The school is a voluntary-aided school in the trusteeship of the Fathers of the London Oratory. Aged 11 - 18 with 800 boys and 80 girls in the school, including over 170 pupils in the sixth form. Girls will be admitted to the sixth form.

Required as soon as possible

Teacher of Computer Studies and Mathematics (scale 1)

The school has a well equipped computer laboratory. Computer Studies is taught to all pupils in the third form. As an optional subject for CSE and O level in the fourth and fifth form and is available at A level and for the CSE in the sixth form. The successful candidate will be expected to teach at least to A level and to teach mathematics, statistics or both to O level.

Applicants should apply by letter to the Headmaster enclosing a curriculum vitae and naming two referees. (06589) 135622

NORTHAMPTONSHIRE
NORTHAMPTONSHIRE MULTICULTURAL EDUCATION SERVICE

NORTHAMPTON TRINITY SCHOOL
Trinity Avenue, Northampton NN2 6JW

A qualified and experienced teacher is required to work alongside another teacher in this Upper School. The teacher appointed must have understanding of and interest in developing full educational potential of pupils from the Afro-Caribbean background. The teacher must be prepared to promote good home/school links and be ready to accept a flexible time table within the needs of the teacher to help pupils both outside conventional hours and during Saturday supplementary classes.

Scale 1 or 2 according to experience. The successful candidate must provide his/her own car and must have a full current driving licence.

Application form and further details available from the County Education Officer, (Ref SY/SL), Northampton House, Northampton NN1 2BX on receipt of a stamped addressed envelope.

Closing date 2 weeks after the appearance of this advertisement. (01804) 135622

V.S.O.

Please see display ad under Overseas Appointments. (13711) 135622

TECHNICAL AND VOCATIONAL EDUCATION INITIATIVE

Subject to final confirmation of the availability of funding from the Manpower Services Commission for the Authority's TVEI scheme to begin in September 1986:

Two posts, Burnham Scale 4, from 1 January 1986.

(i) **Technology Specialist**, to act as teacher/bus driver within the TVEI scheme, operating a specially equipped technology bus.

(ii) Business Education Specialist

Both appointments will be to the permanent staff of the Authority, and will spend the initial two terms of their appointment in development work with the five schools and two Colleges in the scheme.

Further details and application forms from Education Staffing Officer, Education Department, County Hall, Dorchester, Dorset, DT1 1XJ to be returned by 18 October 1985 (foolscap SAE).

(7379)

DORSET County Council

COVENTRY CITY COUNCIL

Assistant Teachers
required January 1986 unless otherwise stated at:-

1. BARRS HILL SCHOOL & COMMUNITY COLLEGE, Radford Road CV1 4BU
Tel. 0203 52291 (900 on roll)

a. Teacher of MATHEMATICS interested in curriculum development and new methods of assessment. SMP is taught from Year 1 and OCEA was introduced in September. A commitment to community and multi cultural education is essential. Scale 2 is available for a candidate who is able to take responsibility for SMP. Further details on request from the school.

b. ENGLISH/SPECIAL NEEDS Scale 1 to work with enthusiastic staff in this forward-looking inner-city School and Community College. The successful candidate will teach 0.6 English from Year 1 to examination level to pupils of all abilities and 0.4 will be spent working with individual pupils with special educational needs. It is essential that candidates be committed to the development of a multi cultural curriculum and to community education.

2. FINHAM PARK MIXED COMPREHENSIVE SCHOOL, Green Lane CV3 6EA
Tel. 0203 418135 (1290 on roll including 250 in Sixth Form)

a. Required as soon as possible, ENGLISH Scale 1 part time 0.8 appointment. This innovative and successful department of 13 teachers is piloting the Oxford Certificate of Educational Achievement. The Department is strongly committed to assessment by course work. Candidates should have a specialist degree and be able to teach at all levels including 'A' level.

b. HEAD OF HISTORY Scale 3. A dynamic and progressive teacher of History is required to lead a team of 5 teachers which has an excellent record of success in stimulating pupils up to and including 'A' level. The Department teaches mixed ability groups up to the age of 16, uses a forward looking syllabus structure and is housed in a suite of rooms with a departmental staff/work room. Candidates should be seeking a position in which they can make full use of their good academic qualifications, curriculum development ideas and experience, and their skills in assisting colleagues and pupils to fulfil their potential.

3. FOXFORD MIXED COMPREHENSIVE SCHOOL, Grange Road CV6 6DB
Tel. 0203 367444 (Social Priority School) (1122 on roll)

ART Scale 2. This is a permanent post to Coventry Local Education Authority, based initially at Foxford Comprehensive School to cover secondment for a period of four terms commencing January 1986. The successful applicant will play a major role in the administration and direction of a large and successful department involved closely in the TVEI initiative.

4. PRESIDENT KENNEDY SCHOOL AND COMMUNITY COLLEGE, Rookery Lane CV6 4GL Tel. 0203 661416 (1398 on roll)

COMMERCE and BUSINESS STUDIES Scale 1 to join an expanding department. The person appointed will also be involved in the development of CPVE Courses. An interest in computing would be an advantage.

5. SIDNEY STRINGER SCHOOL & COMMUNITY COLLEGE, Cox Street CV1 5NL
Tel. 0203 51756 (Social Priority School) (1430 on roll)

SENIOR TEACHER to join the Senior Management Team with particular responsibility for developing the curriculum in relation to vocational courses. This will include CPVE and Work Experience. Further particulars on request from the School.

Apply by letter together with full curriculum vitae and names and addresses of two educational referees one of whom should be present/last Head Teacher to the Head Teacher of the school concerned within 10 days of appearance of advertisement. Enclose SAE if acknowledgement required. Canvassing disqualifies.

an equal opportunity employer

Sixth Form and Tertiary Colleges

Headships

SANDWELL
METROPOLITAN BOROUGH COUNCIL

ROWLEY REGIS COLLEGE

(16 - 19 Open Access Co-Educational Secondary College)

Required for January 1986.

HEAD OF PHYSICS AND ELECTRONICS - Scale 3.

T.V.E.I. involvement in Information Technology and BTEC National Certificate courses. Further details available from the Principal.

Letters of application stating full curriculum vitae and the names and addresses of two referees should be forwarded to Principal, Hawes Lane, Rowley Regis, Warley, West Midlands. Closing date 15th October 1985.

An equal opportunity employer. Canvassing of members of the authority will disqualify. (01147) 140010

SOMERSET
YEOVIL COLLEGE
Yeovil

For January 1986: 1. Lecturer Grade I in Business Studies. 2. Lecturer Grade II in Physics.

See advertisement under the Further Education heading. (01904) 140022

TEACH ON EXCHANGE or go on a sabbatical abroad. See Overseas section column and Education Courses column. (06444) 140022

Special Education

Headships

HUMBERSIDE
COUNTY COUNCIL
EDUCATION COMMITTEE
Required for January 1986
HEAD
for
NORTHCOTT SCHOOL
Beckam Road, Hilton Grange Estate, Hull
HUNTER GROUP 5(S)

This is a 90 place day school for pupils aged 5 - 16 years with problems of an emotional, educational or medical nature (previously known as 'delicate') and a wide range of ability.

The school is situated on the eastern edge of the City of Kingston upon Hull and is housed in premises probably occupied by a junior school.

Applicants are invited to submit their applications on the forms and in the manner prescribed in the Authority's Conditions of Service. Further particulars are obtainable, upon receipt of a large, stamped addressed envelope, from the Director of Education (H.Q. Staffing), County Hall, Beverley, North Humberside HU17 9BA, to whom completed forms should be returned not later than Friday, 15th November, 1985.

Only applicants are considered on the basis of their suitability for the specific purpose of disablement, race, creed, sex or marital status. Disabled candidates who feel that they may have the written support of their GP, RADA or BPA are interviewed at interview. (13507) 140010

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
TONBRIDGE AND MALLING DIVISION
GRANGE PARK SCHOOL
Barming Road, Lydeard, Maidstone ME16 9DA
APPOINTMENT OF HEADTEACHER - Group 4 (s) - Roll 45 (Autumn Term 1985)
Required for April 1986

Application form and further details available from the Divisional Education Officer, Tonbridge and Malling Division, Education Office, Kings Hill, West Malling, Kent ME19 4NZ (enquiry reference 1/85) to whom they should be returned by 25th October 1985. (01419) 140010

STOCKPORT
METROPOLITAN BOROUGH OF STOCKPORT
EDUCATION
Required for January 1986
HEADTEACHER
Group 4 Scale 2810
VALLEY SCHOOL
Whitehaven Road, Bramhall, Stockport SK7 1JE
Tel: 061-439 7343

A suitably qualified and experienced teacher required for this school for 50 physically handicapped and delicate pupils of Primary/Nursery age.

Candidates must be able to demonstrate substantial experience of meeting the special needs of young children and it will be an advantage if they hold a relevant additional qualification. The capacity to lead a multi-professional team is sought.

Application forms and further details obtainable from and returnable to the Director of Education, Town Hall, Stockport SK1 3XE quoting reference 5/85 (01868) by 11th October 1985.

For details please refer to Further Education Section. (13899) 140024

Stockport is An Equal Opportunities Employer. (01868) 140010

RICHMOND UPON THAMES
LONDON BOROUGH OF RICHMOND UPON THAMES

RICHMOND UPON THAMES COLLEGE (TERTIARY)

Required immediately. Lecturer I (Temporary) for 30 teaching weeks in the School of Technology.

For details please refer to Further Education Section. (13899) 140024

ilea Inner London Education Authority

HEADSHIP

OAK LODGE SCHOOL FOR THE HEARING IMPAIRED
101 Nightingale Lane, SW12

Applications are invited from suitably qualified and experienced teachers, who hold a recognised qualification for teachers of the deaf, for this secondary mixed school. Vacant 1 January 1986. Roll 73. Burnham group 5(S) plus Inner London allowance.

The Burnham groups of special schools are reviewed annually with effect from 1 September.

Please send foolscap sae for application form and further details to Education Officer, EO/TS10, Room 282a, County Hall, London SE1 7PB. Closing date for the return of completed forms 8 November.

ILEA IS AN EQUAL OPPORTUNITIES EMPLOYER

7278

All advertisements are subject to the conditions of acceptance of Times Newspapers Ltd, copies of which are available on request.

SPECIAL EDUCATION
continued

Deputy Headships Second Masters/ Mistresses

BERKSHIRE
EVELYN FOX SCHOOL
Tuns Lane, Slough SL1 2XA
NOR F/T 108, P/T 8
Due to re-grouping a second Deputy Headteacher is required for this Group 7 (S) Special School.
The School caters for 12 pupils from a multi-cultural background with severe learning difficulties age range 2½ to 19 years.
We are looking for an enthusiastic person well qualified in Special Education and having wide and varied experience of the needs of ethnic minorities.
The person appointed will be expected to make a strong contribution towards curriculum development which meets individual pupils cultural needs.
The ability to speak Fluent Punjabi or Gujarati would be an advantage.
An advanced qualification in special Education an advantage.
For application forms and further details please apply to Mrs. J. Thrupp, Headteacher. Please send a stamped addressed foolscap envelope.
Closing date: 14th October. 1985.
An Equal Opportunity employer. (13518) 160012

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
TONBRIDGE & MALLING DIVISION
HARDWICK SCHOOL
Coldharbour Lane, Hildenborough, Tonbridge TN11 9LE
Group 5 (s) - Roll 90
Required for April 1986. Applications are invited for a suitably qualified and experienced teacher for the post of DEPUTY HEADTEACHER for this school for pupils with severe learning difficulties aged 2 - 19 years. A dynamic interest in curriculum developments and modern methods is essential.
Further particulars and application forms available from the Headteacher at the school, to whom they should be returned by 21st October 1985. (01420) 160012

WIRRAL
METROPOLITAN BOROUGH OF WIRRAL
FOXFIELD SCHOOL
Douglas Drive, Moreton, Wirral L46 6BT
Required for 1st January 1986 DEPUTY HEAD TEACHER for this group 68 school for SLD pupils aged 11 to 19 years.
Application forms and job description available from the Head Teacher at Foxfield School.
Closing date 16th October 1985. (01119) 160012

Heads of Department

WEST SUSSEX
IMBERHORNE SCHOOL
Imberhorne Lane, East Grinstead, Sussex
Mixed Comprehensive, 11 - 18 1550 on roll, 2130 in sixth form
HEAD OF DEPARTMENT - Scale 3 - Special Needs
Required for January, teacher to lead Special Needs Department in this large split-site school. The job requires particular skills in liaison across all pastoral and academic groups.
Apply to Headteacher (E.G. 23562). (16460) 160018

BUCKINGHAMSHIRE
Equal Opportunity Employer
BEACONSFIELD/CHILTERN AREA
HEAD OF DEPARTMENT FOR CHILDREN OF PRIMARY SCHOOL AGE WITH SPECIAL EDUCATIONAL NEEDS - Scale 2s
Required for January 1986, an imaginative and creative teacher to take charge of a newly established department in the Beaconsfield/Chiltern Area. The department will be in-school based with part-time provision for children who have been statemented under the 1981 Education Act and, therefore, considerable experience and commitment to the needs of children aged 5 - 12 years, who may have both learning and behavioural difficulties, is essential.
In view of the particular qualities sought, a Scale 3 post may be available for a suitable candidate.
Application forms and further details available from the Education Officer, Beaconsfield/Chiltern Area Office, 26 London Road West, Amersham HP7 0DX. (SAE please).
CLOSING DATE 18 October 1985. (01847) 160018

BUCKINGHAMSHIRE
Equal Opportunity Employer
Beaconsfield/Chiltern Area
HEAD OF UNIT FOR CHILDREN WITH EMOTIONAL/BEHAVIOURAL DIFFICULTIES (SCALE 3S)
Applications are invited from well-qualified and enthusiastic teachers to take charge, from January, 1986, of a newly established off-site Stage II unit for secondary age children, some of whom may be Statemented under the Education Act 1981.
The Unit, which will admit approximately 10 - 15 children will be situated in the Beaconsfield/Chiltern Area and candidates should have considerable experience and expertise in leading a small team and providing an appropriate educational environment.
Application forms and further details available from the Education Officer, Beaconsfield/Chiltern Area Office, 26 London Road West, Amersham, Bucks. HP7 0DX. (SAE please) C.D. 18/10/85. (18176) 160018

Scale 2 Posts and above

BEXLEY
LONDON BOROUGH
BEXLEY TUTORIAL UNIT
Temporary full-time teacher required as Scale 2 (s). This post is for work with secondary aged pupils receiving education at the unit (Sidcup) instead of at school. The pupils have severe emotional or behavioural problems. Some are suspended from school and some are school refusals. The person appointed will assist the Teacher-in-Charge in the development of work programmes and administration. Previous experience in this area of work is desirable. Appointment to cover an absence though secondment 1 January - 31st August 1986.
Application forms obtainable from Chief Education Officer for Schools (T6), Town Hall, Crayford, Kent DA1 4EN. (18650) 160020

BEXLEY
LONDON BOROUGH
SHENSTONE SCHOOL
Crayford
Applications are invited from suitably qualified/experienced teachers for the following post at this all-age (2 - 19 years) school for children with severe learning difficulties.
Scale 2(s) - to be responsible for all aspects of PHYSICAL EDUCATION.
Application forms obtainable from Chief Education Officer, for Schools, (T6), Town Hall, Crayford, Kent DA1 4EN. (18652) 160020

WILTSHIRE COUNTY COUNCIL
Education Department
Calne,
Springfields Special Boarding School
This new school, which opened in September 1984, caters for boys and girls aged 10-16+ years with serious emotional, social and behavioural difficulties.
Head of Child Care
Salary: R.C.C.O. Grade 7 — £10,638 - £11,604 per annum.
The postholder will be directly responsible for the development and supervision of child care work including overall responsibilities for the domestic arrangements within the boarding houses.
Application forms and further details (S.A.E. please) available from the Headmaster, Springfields Special Boarding School, Curzon Street, Calne, SN11 0DE.
Returnable by 21st October, 1985.

BUCKINGHAMSHIRE
Equal Opportunity Employer
Beaconsfield/Chiltern Area
PRESTWOOD LODGE SCHOOL FOR BOYS
Nairdwood Lane, Prestwood, Gt. Missenden HP16 0QQ
(Group 5s)
Tel: Gt. Missenden 3514
Acting Head: Mr. J. Davidson
Required for January, 1986, a full time committed teacher (Scale 3s).
An energetic and versatile candidate is sought with experience of teaching in a residential school. This is a senior post and the successful candidate will be expected to show leadership and management qualities, and be able to contribute fully to the Burnham salary. Residential accommodation in the form of a 3-bedroomed flat is available, for which appropriate rent is charged.
15 hours extraneous duties required to cover weekends/evenings, and for this an additional payment is made.
Applications, in writing please, to the Headteacher at the school giving the names and addresses of two referees. (13866) 160020

BUCKINGHAMSHIRE
Equal Opportunity Employer
Beaconsfield/Chiltern Area
UNIT FOR CHILDREN WITH EMOTIONAL/BEHAVIOURAL PROBLEMS (SCALE 2S)
Required from January 1986, a well-qualified and enthusiastic teacher to join a newly established off-site Stage II unit for secondary age children, some of whom may be Statemented under the 1981 Education Act. The unit will admit approximately 10 - 15 children and will be situated in the Beaconsfield/Chiltern Area. Applications are sought from teachers who have flair and expertise in adopting a wide range of appropriate educational programmes.
Application forms and further details available from the Education Officer, Beaconsfield/Chiltern Area, 26 London Road West, Amersham HP7 0DX. (S.A.E. please) C.D. 18/10/85. (18175) 160020

CAMBRIDGESHIRE
(Equal Opportunity Employer)
CAMBRIDGE AREA SPECIAL EDUCATION TEAM
(Based at Arbury County Primary School, Cambridge)
Required from January 1986, a skilled teacher (Scale 2/3) to work with children with language disorders in this Language Unit.
Application forms and details from Senior Area Education Officer, Gloucester Street, Cambridge CB3 0AP (s.a.e. please) returnable by 14th October 1985. (13788) 160020

CAMBRIDGESHIRE
(Equal Opportunity Employer)
Huntingdon Area
SAWTRY VILLAGE COLLEGE
Fen Lane, Sawtry, Huntingdon PE17 5TO
11 - 16 Community School
SPECIAL NEEDS CO-ORDINATOR, Scale 3
Required for January. Teacher to co-ordinate special needs in the College.
Application forms and further details from the Warden (SAE please). Closing date 18th October. (01718) 160020

DONCASTER
ANCHORAGE SCHOOL
Cusworth Lane, York Road, Doncaster DN5 8JL
Tel: Doncaster 784416
Required for January 1986 Scale 3S an experienced teacher who will be responsible for the reading and language programme of the school. The school has a commitment to a direct instruction approach and experience of this is essential.
Application forms and further details are available from the Director of Education, Princegate, Doncaster DN1 3EP to whom they should be returned by 18th October 1985. (01830) 160020

ESSEX
THE OXLEY PARKER SCHOOL
Colchester, Essex
Residential School for 80 boys with Special Needs (Emotional, Behavioural and Learning Problems)
Age 9 - 16 years
Scale 1 Teacher for some specialization in Art and Crafts but able to offer one or more of the following subjects.
Music/Rural Studies.
Examinations taken in Art & Craft.
15 hrs. Extraneous Duty Weekly essential.
Possibility of accommodation.
Scale 2 Teacher for Technical Studies (Wood & Metal) and to assist with a practically based leavers programme.
Examination courses are followed.
15 hrs. Extraneous Duty weekly essential.
Possibility of accommodation.
Application forms available from the Headteacher, The Oxley Parker School, Mill Road, Colchester CO4 5JF. (Tel: 0206 853262). (16446) 160020

ENFIELD
LONDON BOROUGH OF ENFIELD
TEACHER OF CHILDREN WITH SPEECH AND LANGUAGE DISORDERS
Scale 3 plus London Weighting (£678)
Applications are invited from teachers with experience of working with primary age children who have speech and language disorders to set up a unit within a primary school. The degree of integration into the school will depend on the children's individual needs.
If you applied for this post previously and still wish to be considered, please inform us.
Consideration given to assistance with removal, relocation costs, temporary housing and two homes allowance.
Application forms and further details (large SAE) obtainable from, and to be returned to, the Director of Education, P.O. Box 56, Civic Centre, Silver Street, Enfield, Middx. EN1 3XQ. Closing date 15th October 1985.
An equal opportunity employer. (01084) 160020

ESSEX
PERIPATETIC TEACHER
Required immediately initially in the North-East Essex Area. Scale 2/3 depending on qualifications.
For further details see advertisement under Primary Education, Scale 2. (01614) 160020

HAMPSHIRE
LEIGH HOUSE
ADOLESCENT PSYCHIATRIC UNIT
Hursley Road, Chandlers Ford SO5 1JP
Teacher in charge, scale 3, required May 1986 for this adolescent psychiatric unit catering for approximately 20 children.
Further details and application forms available from The Area Education Officer, Southgate House, St Swithun Street, Winchester, on receipt of a foolscap stamped addressed envelope. Closing date for completed application forms 25th October 1985. (16461) 160020

HAMPSHIRE
THE MEADOW SCHOOL (ESN(M))
Mill Chase Road, Bordon GU35 0EU
Required immediately Teacher of Craft, Design and Technology with responsibility for boys' games. First teaching applicants considered.
Letter of application to Headteacher giving full curriculum vitae, names and addresses of two education referees and enclosing s.a.e. (01071) 160020

HAMPSHIRE
PORTSWOOD FIRST & MIDDLE SCHOOL
Somerset Road, Southampton SO2 3AA
Diagnostic Unit
Required January Teacher-in-Charge - Scale 3(s) of unit catering for 40 children aged 3 - 8 years with learning difficulties. Applicants should be suitably experienced, qualified in Special Education and able to lead a staff of teachers and ancillaries.
Application by letter to Head with curriculum vitae and names of two educational referees by 18th October. (01068) 160020

HERTFORDSHIRE
CHAULDEN JUNIOR SCHOOL
School Row, Hemel Hempstead, Herts. HP1 2JU
Tel: (0442) 64587
Required for January 1986: Teacher Scale 2 plus Special Allowance, to be responsible for Special Unit within the school for children with Speech and Language difficulties.
This post requires the ability to co-operate with the Speech Therapist in devising individual work programmes, and to liaise with referring psychologists and parents. Additional qualifications in Special Needs an advantage.
Closing Date: 16th October 1985.
Further details and application form (S.A.E.) from the Head. (13845) 160020

HERTFORDSHIRE
COLNBROOK SCHOOL
Hayling Road, South Oxhey, Watford
Required January, an enthusiastic teacher to join the senior management team as Head of Senior School. Scale 3 (S) + London fringe allowance £264 available.
This is an all age day school for children with moderate learning difficulties and candidates are welcome to visit by prior arrangement. Please telephone the School for further details (01-428 1281).
Apply immediately enclosing curriculum vitae and names and addresses of 2 referees. Closing date 14th October. Interviews 19th October. (10692) 160020

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
THANET DIVISION
LALEHAM RESIDENTIAL SPECIAL SCHOOL
Northdown Park Road, Margate
Required for January 1986, a teacher to organise and develop Science throughout this residential special school for 100 boys and girls who are emotionally vulnerable. The post involves a maximum of 15 hours per week extraneous duties and some sleeping in duties for which additional payments will be made. Scale 2(S) post available to suitable applicant.
Application forms and enquiries should be made to the Headmaster at the School. (Tel: Thanet 221946).

TONBRIDGE & MALLING DIVISION
GRANGE PARK SCHOOL
Leybourne Grange Hospital, Birling Road, Leybourne, Maidstone ME19 5QA
Grange Park provides an extended education course for young people between the ages of 16 - 19 who have moderate or severe learning difficulties
From January 1986 there will be a vacancy for a teacher with relevant experience or qualifications. Possibility of Scale 2 post.
Further details and application form from Ann Hurling, Headteacher, at the school (enclose SAE please). Closing date 11th October 1985. (01424) 160020

NEWHAM
LONDON BOROUGH OF NEWHAM
GURNEY SCHOOL
Knox Road, London E7 9HW
Head Teacher: Mr J. Francis
Number on roll: 97
COUNSELLING Scale 3(S)
Required January 1986. Applicants should be well qualified and experienced teachers of proven ability. They should be able to help and advise pupils with moderate learning difficulties parents and staff.
Communication with those concerned, and any appropriate agencies, will also be expected.
This is a senior post in a small school and applicants should be willing to take a major role in the school affairs.
London Allowance £1,038.
Application forms/further particulars (s.a.e. please) available from Director of Education to whom completed forms should be returned by 15th October 1985.
Education Offices, 379/383 High Street, Stratford, E15 4RD. (13882) 160020

NEWHAM
LONDON BOROUGH OF NEWHAM
GURNEY SCHOOL
Knox Road, London E7 9HW
Head Teacher: Mr. J. Francis
Number on roll: 97
RESPONSIBILITY FOR JUNIOR UNIT Scale 2(S)
Required January 1986.
To work with pupils with moderate learning difficulties and staff of the three classes in the Junior Unit, and to help in the co-ordination of this work.
London Allowance £1,038.
Application forms (s.a.e. please) available from Director of Education to whom completed forms should be returned by 15th October 1985.
Education Offices, 379/383 High Street, Stratford, E15 4RD. (13884) 160020

NEWHAM
LONDON BOROUGH OF NEWHAM
GURNEY SCHOOL
Knox Road, London E7 9HW
Head Teacher: Mr. J. Francis
Number on roll: 97
RESOURCES Scale 2(S)
Required January 1986.
The teacher appointed will take a class of senior pupils with moderate learning difficulties and will be responsible for a suitably equipped Resources Room. The teacher will be expected to assist staff in the application of the school resources to overcome pupils' learning difficulties.
London Allowance £1,038.
Application forms (s.a.e. please) available from Director of Education to whom completed forms should be returned by 15th October 1985.
Education Offices, 379/383 High Street, Stratford, E15 4RD. (13885) 160020

NORTHAMPTONSHIRE
BILLING BROOK SCHOOL
Penistone Road, Lumbertubs, Northampton NN3 4EZ
SCALE 2 POST
A career opportunity for a qualified and experienced NURSERY/INFANT TEACHER to be responsible for the Nursery Department of this Special School for children with moderate learning difficulties, from January 1986.
Applicants should have a sound knowledge of early childhood education and be keen to organise and develop the Department as an integral part of the school.
The person appointed will lead a Nursery Team of 3/4 and be keen to involve parents in the education of young children and able to work with representatives of various support services.
The applicant will have the opportunity to liaise with the well established team of 10 who are supporting mainstream children in 10 local primary schools.
Closing date 14 days from the appearance of this advertisement.
Further details and application forms (sae please) from the Headteacher. (13744) 160020

NORTHAMPTONSHIRE
PRINCESS MARINA HOSPITAL SCHOOL
Weedon Road, Upton, Northampton NN5 6UB
The following teachers are required as soon as possible:
1. Teacher Scale 2S and
2. Teacher Scale 1 + SSA
to work as part of a team with profoundly handicapped young people - Life Skills, Self Help Skills and Social Skills feature prominently in the Curriculum.
Application form and further particulars available from the Head (sae please). (13745) 160020

REDBRIDGE
LONDON BOROUGH OF REDBRIDGE
ASSESSMENT AND OBSERVATION UNIT
Manford Way, Chigwell, Essex IG7 4BX
Tel: 500 3419
Teacher-in-charge - Mrs N. Morgan
Required for January 1986 a suitably qualified and experienced TEACHER (Scale 2(S)) as home liaison teacher for pre-school children. This unit provides a period of observation and assessment for 38 nursery and primary children with special needs. This is a challenging new post and the successful applicant will be expected to provide support to the families before their child is admitted and to continue liaison thereafter. Candidates should have had good teaching experience and should be able to plan flexibly and work with parents, children and other professionals.
Outer London Allowance is payable.
Application forms and further details are available from the Teacher in Charge at the Unit to whom completed forms should be returned by 14 October 1985. (13006) 160020

SPECIAL NEEDS SUPPORT TEACHER SERVICE
Four posts are available from January 1986 at scale 3 level for support teachers based at the following schools and covering the respective areas of special educational provision in mainstream schools:
1. The Rowan School – mild/specific learning difficulties – primary.
2. Dr. John Worral School – behavioural/emotional and learning difficulties – primary/secondary.
3. Oakes Park School – pupils with physical handicaps and related special emotional needs – primary/secondary.
4. Beeley Wood First and Middle School – mild/specific learning difficulties – primary. (temporary for 2 terms).
These posts are part of the Sheffield Special Needs Support Teacher Service which was established in 1978 to help meet the needs of pupils with learning difficulties and special educational needs in ordinary schools. Applicants should possess a current driving licence and will be required to have a vehicle available for duty.
APPLICATION FORMS AND FURTHER DETAILS FROM THE CHIEF EDUCATION OFFICE, TEACHERS DIVISION, TO WHOM COMPLETED FORMS SHOULD BE RETURNED AT PO BOX 67, LEOPOLD STREET, SHEFFIELD S1 1RJ, BY 18th OCTOBER. 7264
City of Sheffield
An Equal Opportunity Employer

SPECIAL EDUCATION
continued

REDBRIDGE
LONDON BOROUGH OF REDBRIDGE
SERVICE FOR HEARING IMPAIRED CHILDREN
RODING PRIMARY SCHOOL
Roding Lane, Woodford Bridge, Essex IG8 8NP
Tel: 505 4162
Head of Service: Mrs A.K. Duffy, M.Ed.
Suitably qualified and experienced Teacher of the Deaf (Scale 2 + S.S.A.) required for January 1986 for a newly created post dealing mainly with pre-school children. This will initially involve peripatetic work with parents and will develop to include a role within a fully integrated nursery due to open in April 1986.
Outer London Allowance is payable.
Further details and application forms may be obtained from the Head of Service to whom completed forms should be returned by 14 October 1985. (13905) 160020

SANDWELL
METROPOLITAN BOROUGH COUNCIL
CHILD PSYCHOLOGY SERVICE
Special Educational Needs Advisory and Support Service
Required January 1986.
ADVISORY AND SUPPORT TEACHER (SEN) - Scale 3.
Applications invited from teachers with at least five years teaching experience and an appropriate advanced Diploma or degree obtained as a result of one year full time study at a university or college of Higher Education.
The service which provides comprehensive support to children with special needs in primary, secondary and special schools is also involved in compensatory education and projects in social priority areas.
Application forms and further details from Director of Education, Education Department, P.O. Box 41, West Bromwich, West Midlands.
Closing date 18th October, 1985.
An equal opportunity employer. Canvassing of members of the authority will disqualify. (01745) 160020

SHROPSHIRE
EDUCATION COMMITTEE
EQUAL OPPORTUNITIES EMPLOYER
THE ROBERT CLIVE SCHOOL
Hearne Way, Monkmoor, Shrewsbury
Scale 2 teacher required for January 1986 at a school for children with severe learning difficulties. Responsibilities include the organising and ongoing management for our Infants Department.
Applications from suitably qualified teachers, forms from and returnable to the Headmaster, (SAE). (18435) 160020

STAFFORDSHIRE
PERIPATETIC SERVICE FOR VISUALLY IMPAIRED CHILDREN
EDUCATION OFFICES
Earl Street, Stafford
Required from 1st January, 1986 a qualified teacher of the blind to join the peripatetic service. Duties will be mainly in the Eastern area of the County. Scale 3, plus travelling allowance.
Application forms obtainable from and returnable to Mr. T.K. Palmer, Head of Service at the above address (s.a.e.).
Canvassing will disqualify.
Closing date 10 days from publication.
Trade Union membership desirable.
STAFFORDSHIRE COUNTY COUNCIL. (16495) 160020

SURREY
EDUCATION COMMITTEE
TEMPLE COURT SCHOOL
a Boxgrove Lane, Guildford, Surrey GU1 2TE
Required for January 1986 a teacher to work creatively in a heavy Craft setting, integrating reading, numbers and other activities for a group of slow learning boys age 15 plus. Possibility of Scale 2 for suitably qualified and experienced candidate.
Application form and details from the Headteacher, (S.A.E. please). (13850) 160020

WALTHAM FOREST
AN EQUAL OPPORTUNITY EMPLOYER
WALTHAM FOREST SCHOOL
TEACHER SCALE 1 required immediately
WHITEFIELD SCHOOL & CENTRE
TEACHER SCALE 1(S) required (Possibility of Scale 2)
For further details see under 'Special [illegible]'. (01874) [illegible]

Scale 1 Posts

BARNSLEY
METROPOLITAN BOROUGH COUNCIL
ROCKLEY MOUNT SCHOOL
Keresforth Hill Road, Barnsley S70 6RQ
Headteacher: Mr G. Sharples
Required for January 1984, 4 Teachers - Scale 1(s).
(a) One based in senior school to be a member of a team developing the computer as a communication aid and to develop mathematics curriculum and the role of the computer as a teaching aid.
(b) One required for development of craft, design and technology as an element of creative studies area.
An interest in drama would be welcomed.
(c) One required in Primary department to develop individual learning programmes and extend the area of home/school liaison, and
(d) Nursery Teacher required to develop individual programmes in conjunction with therapists, educational psychologists, nursery nurse and parents.
Further information will accompany application forms and applications from mainstream teachers welcomed.
Rockley Mount School caters for pupils requiring a modified curriculum, with a wide range of physical disabilities and associated learning difficulties.
Important developments are in the area of curricular links with mainstream schools and community facilities and the role of the schoo as a resource base.
Applicants will be involved in a team approach in the process of curriculum review, and will be encouraged to develop their skills and use their initiative to meet the demands of the individual, within the total curriculum structure. (13727) 160022

BERKSHIRE
BURGHCLERE GRANGE SCHOOL
Harts Lane, Newbury, Berkshire
Tel: Burghclere 212
Required for January 1986 a GENERAL CLASS TEACHER SCALE 1(s) at this Residential Special School for boys aged 11 - 16 with behavioural and educational difficulties.
The post is non-resident and further details and application can be obtained from the Headmaster as soon as possible. (01015) 160022

BEXLEY
LONDON BOROUGH
WESTBROOKE SCHOOL
Welling
Applications are invited from enthusiastic, imaginative and suitably experienced qualified teachers to work initially with Infant and younger, Junior children in this 50 place school for primary children with emotional/social/behavioural problems. The ability to offer Science and/or Computing would be an advantage.
Application forms obtainable from Chief Education Officer for Schools, (T6), Town Hall, Crayford, Kent DA1 4EN. Closing date for applications Monday 14th October 1985 (enclosing fullscap SAE). (18651) 160022

BEXLEY
LONDON BOROUGH
SHENSTONE SCHOOL
Crayford
Applications are invited from suitably qualified/experienced teachers for the following post at this all-age (2 - 19 years) school for children with severe learning difficulties.
Scale 1 - a particular interest in SPECIAL CARE children will be welcomed.
Application forms obtainable from Chief Education Officer for Schools, (T6), Town Hall, Crayford, Kent DA1 4EN. (18653) 160022

BEXLEY
LONDON BOROUGH
WESTBROOKE SCHOOL
Welling
Applications are invited from enthusiastic and imaginative teachers to work initially with a junior class of ten children in this 50 place school for Primary children with emotional/social/behavioural problems. The ability to offer Religious Education and/or Games would be an additional advantage.
Application forms obtainable from Chief Education Officer for Schools, (T6), Town Hall, Crayford, Kent DA1 4EN. Closing date for applications Monday 14th October 1985 (enclosing fullscap SAE) (18654) 160022

BOLTON
METROPOLITAN BOROUGH
STOCKS PARK SCHOOL
Stocks Park Drive, Horwich BL6 6DE
Re-advertisement. Previous applicants will remain under consideration.
Mainstream Support Teacher - Scale 1 plus Special Schools Allowance, required from 1.1.86 to support and assist in preparation of individual work programmes for children with special needs transferring to mainstream schools.
Application forms obtainable from Director of Education and Arts, PO Box 53, Paderborn House, Civic Centre, Bolton BL1 1JW to be returned to Head Teacher by [illegible] October 1985. [illegible] 160022

BRENT
LONDON BOROUGH OF BRENT
COLES GREEN SCHOOL
Dollis Hill Lane, London NW2
Tel: 01-450 2550
Required for January 1986 - TEACHER (Scale 1 + Special School Allowance) for this all-age special school catering for children in need of a development curriculum. The postholder will team-teach in a Junior class and contribute to Portage home-teaching programmes (training available), will also provide some cover for absence throughout the school.
Required as soon as possible - Part-time TEACHER Scale 1(S), for 2½ days per week. Duties to be negotiated on basis of appointee's interests and experience.

FRANK WYETH SCHOOL
Drury Way, NW10 0NQ
Tel: 01-451
(Roll: 70)
Required from January 1986 or sooner - A TEACHER of P.E. (Scale 1 + SSA) trained in primary or secondary to work with emotionally and behaviourally disturbed children of secondary age. Experience is desirable but not necessary, more important is a sense of humour and self confidence.
London Allowance of £1,038 per annum is payable.
Brent is an Equal Opportunities Employer.
Brent is fundamentally committed to Multi-cultural Education.
Unless otherwise stated application forms (sae) obtainable from the Headteacher returnable within 14 days. Arrangements will be made for all interested candidates to visit the school/unit if they so wish. Please telephone for an appointment. Please note that separate arrangements will be made for all SHORTLISTED candidates to visit prior to interview. Travelling Expenses will be paid to shortlisted candidates only. (01791) 160022

BRISTOL
Required for St. Christopher's School, Bristol, (Rudolf Steiner School for mentally handicapped children) a Class Teacher, preferably Steiner and State trained, for a Class of nine 12 year olds.
Apply in writing to Educational Registrar, St. Christopher's School, 1 & 2 Carisbrooke Lodge, Westbury Park, Bristol BS6 7JE. (01100) 160022

BUCKINGHAMSHIRE
COUNTY COUNCIL
Equal Opportunity Employer
FURZE DOWN SCHOOL
Verney Road, Winslow, Bucks.
Headteacher: N.A. Ward, B.Sc.
Roll: 165 pupils aged 12 - 16
Scale 1 (S)
Required January 1986, or as soon as possible. TEACHER OF GENERAL SUBJECTS, with some CRAFT.
An ability to teach Woodwork or rural Studies or related subjects will be an advantage.
Assistance with removal expenses is given in approved cases.
This is a re-advertisement and previous applicants will automatically be reconsidered.
Application form and further details (s.a.e.) from, and to be returned to, the Headteacher at the school. (18170) 160022

DORSET
WEYMOUTH COLLEGE
LECTURER (GRADE 1)
See main Advert under Special Education, Scale 1. (01628) 160022

DORSET
WEYMOUTH COLLEGE
Cranford Avenue, Weymouth
Required January 1986: Lecturer (Grade 1) for the Special Educational Needs Unit.
Applicants should hold relevant qualifications and have experience of working with handicapped children.
Salary £5,910 - £10,512 (under review).
Further details and application forms from the Principal. Closing date 14 October. (01630) 160022

EAST SUSSEX
THE DOWNS SCHOOL
Foredown Road, Portslade BN4 2FU
Children with moderate learning difficulties, all ages.
Roll: 74
From January: experienced, enthusiastic class teacher (Scale 1 plus special schools allowance) for children 9 - 11. Ability to drive the mini-bus desirable.
Relocation grants in approved cases.
Application forms (see please) from the County Education Officer, PO Box 4, County Hall, St. Anne's Crescent, Lewes BN7 1SG to be returned to the Headteacher by October 17. (01941) 160022

HAMPSHIRE
THE GRANGE DAY E.S.N. SCHOOL
Croft Road, Aldershot, Hampshire
N.O.R. 46 Children aged 5 - 16+ (including a Special Care Unit).
Required for January 1986: Scale 1 + S.S.A. Teacher for Special Care Unit in first instance.
Closing date 14th October 1985.
Application forms and further details obtainable from Head Teacher on receipt of s.a.e. (01066) 160022

HAMPSHIRE
CLIFFDALE FIRST AND MIDDLE SCHOOL
Battenburg Avenue, Portsmouth PO2 0SN
SCALE 1(S) TEACHER
Required for January 1986 for a class of approximately 15 children with moderate learning difficulties aged 7/8 or 8/9.
Further Details and application forms from the Headteacher. (13860) 160022

ESSEX
HIGH VIEW SCHOOL
Lambourne Road, Chigwell IG7 6HY
Tel: 01-500 6660
(Roll 33)
SPECIAL EDUCATION, Scale 1
Required January, 1986, or earlier in this residential school for children with moderate learning difficulties (11 - 16), an enthusiastic teacher for general class teaching. An interest in Rural Studies an advantage. Additional duties up to a max. of 15 hours £2,577 per annum. Two bedroomed semi-detached accommodation available.
Application forms and further details obtainable from the Headteacher who would welcome visits from interested applicants (foolscap s.a.e. please).

THE MEAD SCHOOL
Tendring Road, Harlow CM18 6RN
Tel: Harlow 23488
(Roll 54)
TEACHER, Scale 1
Required for January, 1986, for class of 10 year olds, with moderate learning difficulties. Preference will be given to someone able to offer 1 or a combination of Music, P.E., Computer Education.
Apply to Headteacher (foolscap s.a.e. please). (01776) 160022

HARROW
EDUCATION COMMITTEE
ALEXANDRA SCHOOL
Alexandra Avenue, South Harrow, Middx. HA2 9DX
Tel: 01-864 2739
Required for January 1986 qualified and suitably experienced teacher to work with small groups (juniors) at this all age day special school for children with emotional/behavioural difficulties.
A sound background in language development and mathematics is essential as well as a subject specialisation to middle school level.
Hopefully the person appointed will possess the qualities necessary for a leadership role in the junior department and a scale II post may be awarded.
Application forms from, and to be returned to the Head Teacher by 16.10.85.
Informal visits welcomed.
Harrow is an Equal Opportunity Employer. (01525) 160022

HERTFORDSHIRE
HARPERBURY HOSPITAL SCHOOL
Harper Lane, Shenley, Herts. WD7 9HQ
Required for September, energetic Scale 1 teacher for one year only to cover for staff member on secondment. The person appointed will work in a team teaching situation with a group of severely mentally handicapped children, some of whom present severe behavioural problems.
Please apply in writing to the Headteacher giving the names of two referees. (Telephone the Head on Radlet 3983 for further details). (01002) 160022

HERTFORDSHIRE
SPRINGFIELD SCHOOL
LEAVESDEN HOSPITAL
Abbots Langley, Nr. Watford, Herts. WD5 0NU.
Two Scale I teachers required for November and January 1986 respectively, for this all-age school for physically and mentally handicapped pupils.
Details and application forms (s.a.e. please) from Mrs. R. Woods, Headteacher, closing date 20th October 1985. (16493) 160022

HILLINGDON
LONDON BOROUGH OF HILLINGDON
GRANGEWOOD SCHOOL
Fore Street, Eastcote, Pinner, Middlesex HA5 2JQ
Headteacher: Mrs B.A. Harris
Required for January 1986 an enthusiastic and suitably qualified teacher (Scale 1 + SSA) to join the staff at this school for pupils with severe learning difficulties. Applications are invited from teachers interested in working either with a group of junior pupils or as a member of the staff team within the senior student facility providing for pupils aged 16 - 19 years.
Application forms from the Director of Education, Civic Centre, Uxbridge, Middlesex (Tel: Uxbridge 50431) to whom they should be returned as soon as possible and not later than 18 October 1985.
Outer London Allowance Payable. (01034) 160022

HOUNSLOW
HESTON SCHOOL FOR THE DEAF
Vicarage Road, Hounslow, Middlesex TW5 0AJ
Tel: 01-570 9159
Headteacher & Head of Service: Mr John Brook
Required for January 1986 or as soon as possible.
Two assistant teachers (qualified teachers of the deaf), one for the Hearing Impaired Unit attached to the Norwood Green Junior School and the other for the Junior department at Heston School for the Deaf.
Both posts will be Scale 1 (+SSA).
Heston School for the Deaf is a total communication school and therefore applicants for the posts must be proficient signers or be prepared to learn.
Further details and application forms available from: The Director of Education, Civic Centre, Lampton Road, Hounslow, Middlesex TW3 4DN. Please enclose S.A.E. (foolscap). Closing date: 16th October 1985.
LONDON ALLOWANCE: £678 p.a.
WE ARE AN EQUAL OPPORTUNITY EMPLOYER. (18147) 160022

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
TONBRIDGE & MALLING DIVISION
GRANGE PARK SCHOOL
Leybourne Grange Hospital, Birling Road, Leybourne, Maidstone ME19 5QA
Grange Park provides an extended education course for young people between the ages of 16 - 19 who have had moderate or severe learning difficulties.
A Scale 1 vacancy has arisen (temporary until the end of this school year in the first instance) for a teacher with relevant qualifications or experience.
Further details and application form from Ann Hurling, Headteacher, at the school. (enclose SAE please) Closing date 11th October 1985.

MAIDSTONE DIVISION
THE CEDARS
Bower Mount Road, Maidstone, Kent
Required as soon as possible for The Cedars Residential Unit (15 pupils) and Special Day Tutorial Unit (20 pupils) a dedicated experienced teacher Scale 1, Special School, ADA, and sleeping-in allowances.
SAE for application form to Headteacher. Tel: Maidstone 53772. (01421) 160022

LANCASHIRE
COUNTY COUNCIL
AN EQUAL OPPORTUNITIES EMPLOYER
LANCASTER TUTORIAL CENTRE
Lancaster
Required 1st January 1986.
Scale 1 + special schools allowance. All subjects relating to primary schools. Experience in ordinary primary preferred. Art and Craft an advantage.
For application form and addresses to whom completed forms should be sent, send SAE (Foolscap) to Chief Education Officer, P.O. Box 61, County Hall, Preston PR1 8RJ.
Closing date: 17th October 1985. (01722) 160022

NEWHAM
LONDON BOROUGH OF NEWHAM
BECKTON SCHOOL
Tollgate Road, London E16 3LQ
Head Teacher: Miss P.A. Collier
Number on roll 88
TEMPORARY CLASS TEACHER (to cover maternity leave) Scale 1
Required immediately. To teach pupils with severe learning difficulties.
London Allowance of £1,038 plus Special Schools Allowance.
Application form (s.a.e. please) available from the Director of Education to whom completed forms should be returned by 18th October 1985. Education Offices, 379/383 High Street, Stratford E15 4RD. (13736) 160022

NORTHAMPTONSHIRE
KETTERING LATIMER SCHOOKL
Castle Way, Barton Seagrave, Kettering, Northants. NN15 6SW
Required for January 1986:- QUALIFED TEACHER OF THE DEAF to work in the Hearing Impaired Department of this Co-educational comprehensive school of 850 pupils (Scale 1 + SSA). The department has 4 teachers and 14 pupils with both partial and profound impairments who are integrated to some extent with mainstream pupils.
Ability to teach Mathematics would be useful but not essential.
Please apply by letter as soon as possible to the Headmaster giving details of qualification fictations and experience and names and addresses of two referees. (13734) 160022

NORTHUMBERLAND
MORPETH COLLINGWOOD SPECIAL SCHOOL
Two teachers required from 1 January 1986.
A class teacher for a group of nine and ten year old children with Moderate Learning Difficulties including Language and Speech development. Candidates should have experience in teaching pre-numberacy and pre-literacy skills and be prepared to help with P.E./Swimming with this group and younger children in this all age Special School (5 - 16 years olds). Scale 1 + SSA.
A qualified teacher of Home Economics who can follow a curriculum designed for children with Special Needs.
The person appointed will also have some general teaching involvement throughout the school). Scale 1 + SSA.
Application forms obtainable by forwarding a foolscap s.a.e. to the Director of Education, County Hall, Morpeth, Northumberland NE61 2EF to whom completed forms should be returned within fourteen days. (01112) 160022

OLDHAM
METROPOLITAN BOROUGH
SCALE 1(S) TEACHER
FERNEY FIELD SCHOOL
Hunt Lane, Chadderton, Oldham OL9 0LS
Required from the end of October 1985, a committed and enthusiastic primary class teacher required. Experience and/or interest in children with learning difficulties would be an advantage. This post is temporary initially until Easter 1986 when the position will be reviewed.
Please apply by letter directly to the Head at the school including full c.v. and names and addresses of two referees as soon as possible. (01889) 160022

REDBRIDGE
LONDON BOROUGH OF REDBRIDGE
HATTON SCHOOL
Roding Lane South, Woodford Green, Essex IG8 8EU
Tel: 551 4131
Headteacher: Mrs. C.J. Cannon
Suitably qualified temporary TEACHER (Scale 1 plus S.S.A.) required immediately at this school for 125 primary aged children with moderate learning difficulties. The post will exist until Easter 1986 and is caused by the secondment of a permanent member of staff. Applicants need not have had experience of special education.
Outer London Allowance is payable.
Application forms and further details are available from the Headteacher to whom completed forms should be returned by 14 October 1985. (13804) 160022

STOCKPORT
TEACHER REQUIRED FOR JANUARY 1986
SCALE 1 + S.S.A. Ref. 2742
(READVERTISEMENT)
THORNFIELD SCHOOL
Mauldeth Road, Heaton Mersey, Stockport SK4 3NB
A suitably qualified and experienced teacher required to teach in this school for pupils with emotional and behavioural difficulties, as well as some general subjects teaching, the person appointed will be responsible for teaching a range of craft subjects throughout the school.
Application forms and further details obtainable from and returnable to the Director of Education, Town Hall, Stockport SK1 3XE, by 16th October 1985.
An equal opportunities employer. (01185) 160022

V.S.O.
Please see display ad under Overseas Appointments. (13719) 160022

EDUCATION DEPARTMENT
Dame Ellen Pinsent School, Ardencote Road, Birmingham, B13 0RW
Tel. 021 444 2487
Scale 1 plus S.S.A. required for January 1986. Nursery teacher for a class of up to 10 children with a variety of Special Needs.
Glenmead JI School, Glenmead Road, Birmingham, B44 8UQ
Tel. 021 360 3173
Scale 1 + Special Schools Allowance
An opportunity exists for an experienced teacher of primary age children to work in a team situation with teachers and the speech therapist at this unit for pupils with speech and language disorders.
Langley School, Lindridge Road, Sutton Coldfield, B75 7HU
Tel. 021 329 2929
Scale 1 required immediately. A teacher able to offer one or more of the following subjects — English/P.E./Games/Environmental Studies/C.D.T. Previous experience in Special Education not essential. The post will be temporary in the first instance.
Priestley Smith School, Perry Common Road, Erdington, Birmingham, B23 7AT
Tel. 021 373 5493
Deputy Head Teacher Group 5s. This school for visually impaired pupils is set on a campus with other special schools and presents an opportunity for comprehensive knowledge of special educational needs. Appropriate experience and qualifications preferred, but an interest in this area and a readiness to pursue study is essential.
Closing date: 18 October 1985.
Unless otherwise stated, application forms and further particulars available from the Headteacher of the School concerned enclosing s.a.e.
An equal opportunities employer.
(7264)
BIRMINGHAM CITY COUNCIL

APPOINTMENTS IN SCOTLAND

Teachers

The Time to Change?

Isn't it time you considered another way to contribute to the future success of Britain?

The Forum of Private Business is the leading organisation which represents the interests of small business and our membership is growing fast.

Right now we need additional District Agents, people like you, to help stimulate membership growth by visiting business owners in your local community and to maintain effective service to existing member companies.

You have already proved you are an articulate and persuasive communicator, but do you feel you possess an empathy with small business operations, coupled with an understanding of business problems and the economy? If so, we can offer an excellent commission based income, full training and the opportunity to work near your home.

Career prospects are excellent and you will have the added satisfaction of knowing you are contributing in another way to Britain's future success.

Find out more by writing with full C.V. to:—

Gerry Dowds, The Forum of Private Business,
Ruskin Chambers,
Drury Lane, Knutsford,
Cheshire WA16 6HA.

The Forum of Private Business
The Co-ordinated Strength of Independent Enterprise

SECONDARY SCHOOLS
Promoted Post

PRINCIPAL TEACHER OF HISTORY
BERWICKSHIRE HIGH SCHOOL Roll 746
Responsibility Payment £2,073 per annum

Temporary Posts

TEMPORARY TEACHER OF GEOGRAPHY
KELSO HIGH SCHOOL Roll 760
(October 1985 to end of session 1985-86)

TEMPORARY RELIEF TEACHER OF GENERAL SCIENCE
JEDBURGH GRAMMAR SCHOOL Roll 455
(October 1985 to at least February 1986)

Closing date 16 October 1985

Application forms are available from the Personnel Department, Regional Headquarters, Newtown St. Boswells. Completed application forms should be returned to the Director of Education at Regional Headquarters.

(7313)

REGIONAL COUNCIL
Borders

Tayside Regional Council

Education Department

(P) **RECTOR**
PERTH ACADEMY
(R.A. £19,992)

(P) **DEPUTE RECTOR**
PERTH ACADEMY
(R.A. £9,198)

The holders of these posts will retire in August and April 1986 respectively and applications are invited from registered teachers with considerable experience in promoted posts.
The school is a six-year comprehensive serving part of Perth City and rural environment. The current roll is 1369 including 200 pupils in S4 to S6.

(P) **PRINCIPAL TEACHER OF HOME ECONOMICS**
Auchterarder High School
(R.A. £1,410)

(D) **ASSISTANT PRINCIPAL TEACHER of CLASSICS**
Morgan Academy, Dundee
(R.A. £1,476)

(D) **TEACHER OF ENGLISH AND RELIGIOUS EDUCATION**
(Joint Registration)
St. Saviour's High School, Dundee

(A) **TEACHER OF COMPUTER STUDIES**
Forfar Academy

(A) **TEACHER OF MATHEMATICS/SCIENCE OR MATHEMATICS**
Arbroath Academy

(A) **TEACHER OF ENGLISH**

TEACHER OF PHYSICS/CHEMISTRY/GENERAL SCIENCE
Arbroath High School

Application forms and full details are available, according to annotations, from:-
(P) Divisional Education Officer, 8/9 South Methven St, PERTH PH1 5PF
(D) Divisional Education Officer, Floor 5, Nethergate Centre, 35 Yeaman Shore, DUNDEE DD1 4BI.
(A) Divisional Education Officer, County Buildings, Forfar.
The Closing date for the receipt of applications is Monday 21 October, 1985.

(7319)

SPECIAL EDUCATION
continued

WALTHAM FOREST
AN EQUAL OPPORTUNITY EMPLOYER
WALTHAM FOREST SCHOOL
Faversham Avenue, London E4
Head: Mr. P. Smith
TEACHER SCALE 1 (ex-plus Inner London Allowance)
Required immediately in this purpose built primary school for pupils with moderate learning and behavioural difficulties. Age range 12 - 16 years. Work in the basic skills and creative learning activities are organised on a team basis in self-contained team areas. All staff are encouraged to develop their interests within the team in consultation with their team leader and there is considerable freedom in curriculum planning.
The ability to make successful relationships with difficult adolescent boys and girls is essential for this post.
Applications are welcome from primary, secondary and newly qualified teachers.
Application forms obtainable on receipt of s.a.e. from the Headmaster at the school for whom completed forms should be returned as soon as possible.
Closing date 18th October, 1985. Ref: 511/3572.

WHITEFIELD SCHOOL & CENTRE
MacDonald Road, London E17 3AZ
Head: Mr. P. Turner
Required for January or as soon as possible.
Department for children with Specific Behaviour & Communication Difficulties.
Teacher required for this department to work with primary aged children. The post is suitable for teachers seeking first appointment in the special education field. The school offers a supportive in-service training programme to all new entrants, it is the policy of the LEA to offer secondment to an advanced course of training after a satisfactory period of service.
Salary Scale 1(s) and London Weighting - a 2(s) post may be available if the applicant is suitably qualified.
Application form and further details from the Headmaster on receipt of large s.a.e.
Closing date 18th October, 1985. Tel: 523/571.
(01885) 160022

STAFFORDSHIRE

GLASCOTE COMPREHENSIVE SCHOOL UNIT FOR HEARING IMPAIRED CHILDREN
Bush Link Road, Tamworth B77 2HJ
Required from 1st January, 1986, a qualified teacher of the deaf at this Unit for Hearing Impaired Children attached to this large comprehensive school. Scale 1 plus S.C.A.
Application forms obtainable from and returnable to the Headteacher (s.a.e.).

SPRINGFIELD SCHOOL FOR CHILDREN WITH SEVERE LEARNING DIFFICULTIES
Springfield Road, Leek
Assistant teacher required at this all age school for children with severe learning difficulties to teach a group of children with severe visual disabilities. Special training and/or teaching such children in this area is essential.
Scale 1 plus S.A.
Application forms obtainable from and returnable to the Headteacher (s.a.e.).

THE PARK SCHOOL
Solway Close, Wilnecote Park, Tamworth
Assistant Teacher required at this all age school for children with severe learning difficulties, Scale 1 plus S.S.A.
Application forms obtainable from and returnable to the Headteacher (s.a.e.).
Canvassing will disqualify.
Closing date 10 days from publication.
Trade Union membership desirable.
STAFFORDSHIRE COUNTY COUNCIL. (16497) 160022

WEST SUSSEX

HERONS DALE SCHOOL
Hawkins Crescent, Shoreham by Sea
(For children with moderate learning difficulties)
Required January 1986, experienced class teacher for approx. 12 children in 8 - 11 age group, to be responsible for overall classroom organisation and management of the group and, with colleagues, the design of individual work programmes for each child.
Details and form from Acting Headteacher on receipt of s.a.e. Tel: Brighton 592904 to visit school. (12861) 160022

LOTHIAN
REGIONAL COUNCIL

DEPARTMENT OF EDUCATION

TEACHING APPOINTMENTS

Applications are invited from registered teachers for the undernoted posts.

POST: PRINCIPAL TEACHER, SECONDARY: St Augustine's High School, Edinburgh — Music.
RESPONSIBILITY ALLOWANCE: £3121 (subject to review). POST: TEACHER, SECONDARY: Boroughmuir High School, Edinburgh - Business Studies/Economics.

Salaries will be in accordance with the current Scottish Teacher Salaries Memorandum.

Application forms and further particulars for all the above posts may be obtained from the Head of Personnel, Personnel Section, 40 Torpichen Street, Edinburgh EH3 8JJ.

Closing date for applications is 18th October 1985.

AN EQUAL OPPORTUNITIES EMPLOYER.
(01719) 170000

Independent Schools

Headships

ISLE OF MAN

BUCHAN SCHOOL FOR GIRLS
Isle of Man

APPOINTMENT OF PRINCIPAL

Applications are invited for the post of Principal of this day and boarding School with effect from 1st September 1986. The school in the Isle of Man Grant Aided, becoming Independent on the 1st April 1986 pupils including 110 in the Preparatory Department.

Further details may be obtained from A.H. Simcocks Esq., M.B.E., C.P., Crofton, The Crofts, Castletown, Isle of Man to whom applications should be sent by 31st October 1985. (13626) 180010

HOWELL'S SCHOOL (DENBIGH)

Appointment of Head

The headship is now vacant following the sudden illness of Dr. J. T. Armstrong.

The Governors seek to appoint as soon as possible and to fill the post by September 1986.

Exceptionally located and equipped, Howell's is an Independent School for approximately 325 girls, aged 8-18 boarding and day, established under trusts administered by The Worshipful Company of Drapers of London.

Further details and application form may be obtained from The Clerk, Drapers' Hall, London EC2N 2DQ.

The closing date for applications is 31st October, 1985.

(7281)

ST. FRANCIS' COLLEGE (GBGSA/GSA)

Letchworth, Hertfordshire

the HEADSHIP

of this Girls Boarding and Day School (3½–18) will become vacant in April 1986 following the appointment of the current Head to another headship.

The School is based on a Roman Catholic ethos to create a caring Christian atmosphere for all faiths and is owned by an Independent Educational Trust. The School is expanding; n.o.r. 440. Only a male or female with vision, enthusiasm and a strong organisational flair is likely to be suitable. He/she must be suitably qualified and be a committed Christian. An attractive salary will be paid in accordance with experience and age. A school house is available. .

Applications with a full c.v. together with three referees are invited in writing to the Clerk to the Governors, 24 Fitzroy Square, London W1P 5HJ, from those who can commence in either April or September 1986.

(7282)

BATLEY GRAMMAR SCHOOL

The Governors of the School invite applications for the post of.

Head

of the School, which becomes vacant in August 1986 on the retirement of Mr. I.B. Fallows, J.P. M.A.

Closing date for applicants 25th October 1985.

Application form and details from:-
J.R. Barber, M.B.E. C.P.M.,
Clerk to the Governors,
Batley Grammar School,
Carlinghow Hill,
Batley West Yorks. WF17 0AD

(7281)

FIFE REGIONAL COUNCIL
EDUCATION COMMITTEE
Glenrothes and Buckhaven Technical College

Depute Principal

Salary £18,246 (under review)

Applications are invited for this senior post. The College offers a wide range of full-time and part-time courses in Engineering, Catering, Business Studies, Information Technology and General Education as well as an extensive programme of post-experience short courses and seminars. The College is involved in a number of MSC-sponsored activities including YTS and TVEI as well as a major Open Tech Project to establish a practical training facility.

The College is Group 6 in terms of the Scottish Teachers' Salaries Memorandum and the present salary is £18,246 (under review).

Rented housing in the new town may be available. Further information can be obtained from the Principal and completed forms should be returned to the Director of Education, Fife Regional Council, Fife House, North Street, Glenrothes, by Friday 18th October 1985.

BRIGIDINE CONVENT WINDSOR

APPOINTMENT OF HEAD

From 1st September, 1986

Independent R.C. Girls' Day School including O' or E and other denominations. 620 on Roll — 320 in the Senior School 11 - 18, 180 in the Junior School; 20 Pre-prep. boys.

Brigidine Convent has been administered exclusively by the Sisters of Saint Brigid and this will be the first appointment of a lay Head.

The successful applicant, who will take complete responsibility for the entire school, is expected to have appropriate qualifications and experience and to be a practising Roman Catholic.

A readiness to be fully involved in the life of the school and an ability to maintain a happy, caring atmosphere are essential. For salary purposes the school is Group 7. Accommodation available if required.

Further details may be obtained from: The Headmistress, Brigidine Convent, King's Road, Windsor, Berkshire SL4 2AX. Telephone: Windsor 868779, to whom letters of application together with C.V. and names and addresses of at least two referees, should be sent.

Closing date for applications: 31st October, 1985.

By Subject Classification

Art and Design

Heads of Department

SOMERSET

MILLFIELD JUNIOR SCHOOL

Requires Head of Department of Art, Design & Technology.

Please see main advertisement under Preparatory Schools Art & Design, Heads of Departments. (18467) 181218

Other Assistants

LONDON W6
ST PAUL'S GIRL'S SCHOOL
Brook Green, London W6 7BS
A 3D specialist (January 1986 variety of skills who is prepared to take a full share of all activities in studios of a thriving Arts Department.
The post is full time or .8 (negotiable).
Application in writing (marked "For the attention of the School Secretary") should be addressed to the High Mistress, giving full curriculum vitae and the names and addresses of two referees. (18571) 181224

STAFFORDSHIRE
COTTON COLLEGE
Oakamoor, North Staffs. ST10 3DP
Independent Catholic Co-educational Boarding School
Teacher of Art to teach to 'O' and 'A' level. A determination to take a full part in the life of the school is essential. Salary on the Burnham Scale will be according to experience. Accommodation may be available.
Applications with C.V. and the names and addresses of two referees to the Headmaster. (13533) 181224

SURREY
Required January 1986, full-time teacher of Art to 'O' and 'A' level The successful candidate would be in charge of Art in this independent boarding and day school for girls.
Burnham Scale 1 with London allowance. Accommodation at the school would be available to an appointee willing to do boarding duties.
Please write to Headmaster, St. Michael's School, Limpsfield, Oxted, Surrey RH8 0QR. (13827) 181224

Classics

Other Assistants

GO ON A COURSE ABROAD.
Sea Education Courses Cirencester. (06447) 181624

KENT
Good graduate required January 1986 to teach Latin, Greek and A level work available. Willingness to help with games, etc. would be a strong recommendation.
Apply with c.v. to the Headmaster, The King's School, Canterbury CT1 2ES. (13895) 181624

Computer Studies

Other Assistants

NORFOLK
CAWSTON COLLEGE
Cawston, Norwich NR10 4JD
Required for January 1986, a teacher to take responsibility for Computer Studies to C.S.E. and 'O' level, and to teach one other subject. Due to present holder of the post becoming Deputy Head.
A good applicant would be considered, even if not available until April, 1986.
Own salary scale (details on request). Government Teachers' Superannuation Scheme.
Apply to Headmaster, with full c.v. and names and addresses of two referees. (01919) 182024

Craft, Design & Technology

Other Assistants

EAST SUSSEX
MAYFIELD COLLEGE
Required for January or April 1986 a qualified teacher to assist in the work of the department. Burnham Salary Scale 1 or 2 according to experience. Single residential accommodation available.
Details and application form from the Headmaster, Mayfield College, Mayfield, East Sussex. Tel: 872041. (01780) 182124

Economics & Business Studies

Heads of Department

LONDON SE21
DULWICH COLLEGE
London SE21 7LD
Required for September 1986, a HEAD OF ECONOMICS to take charge of the department of four graduates. Economics and Economics with Politics are required into the curriculum after O Level, in recent years the department has been highly successful in terms of numbers taking the A Level course (64 out of 198 in the present Lower Sixth), and in the quality of their passes. Economics figures prominently in courses for Oxford, Cambridge and other universities.
Dulwich has its own salary scale which is run parallel to Burnham; this appointment will be on Scale 4 which is substantially above Burnham and accommodation may be available.
Application by letter, to the Master before the end of October, enclosing curriculum vitae and the names addresses and telephone numbers of two referees. Further particulars available on request. 182218

Other Assistants

SURREY
CRANLEIGH SCHOOL
See display ad under Science posts. (01201) 182284

SUSSEX
DAVIES'S COLLEGE
44 Cromwell Road, Hove, Sussex
Tel: Brighton 723911

An Independent College of Further Education
Recognised as Efficient by the British Accreditation Council

Required for January 1986 an experienced qualified teacher of GRADUATE TEACHER OF ACCOUNTS to GCE Advanced Level with some Economics and/or Law to GCE Advanced Level.

The above post is a full-time staff appointment pensionable under DES scheme.

Please write or telephone for full details and application form. (06558) 182344

English

Other Assistants

BERKSHIRE
BEARWOOD COLLEGE
Wokingham, Berkshire RG11 5SG

A SHMIS boys' boarding school

(See FSVN 1985 page 456)

An experienced teacher of English is required for January or September 1986. Salary by negotiation, accommodation available. Ability to teach throughout the age range 11 - 18 is essential.

Please send letters of application and names and addresses of two referees to the Headmaster. (13893) 182458

LONDON W6
THE GODOLPHIN AND LATYMER SCHOOL
Iffley Road, Hammersmith, London W6 0PG

700 girls 11 - 18, including 200 in Sixth Form

Required for two terms beginning January 1986, in this Girls' Independent Senior School, a graduate assistant teacher of English to join a well balanced and exceptionally successful department and to teach throughout the school to O-level, A-level and University entrance standard. Those looking for a longer-term appointment should not feel inhibited from applying.

Applications should be by letter to the Headmistress with a copy of c.v. and names and addresses of two referees. (13629) 182434

SURREY
NOTRE DAME SENIOR SCHOOL
Burwood House, Cobham, Surrey
Independent School

Requires January 1986 full-time experienced graduate to teach English to 'A' level.

Burnham Scale.

Applications in writing to the Headmistress with curriculum vitae and names and addresses of two referees. (13468) 182424

Details and application form from the Headmaster, Mayfield College, Mayfield, East Sussex. Tel: 872041. (01780) 182124

Geography

Other Assistants

BUCKINGHAMSHIRE
STOWE SCHOOL
Buckingham

GEOGRAPHY TEACHER

Required for January 1986 for two terms of full-time teaching to 'A' and 'O' levels.

Apply with c.v. and names of two referees to Headmaster, Stowe School, Buckingham MK18 5EH, from whom further details may be obtained. (13567) 182624

HERTFORDSHIRE
ST. COLUMBA'S COLLEGE
St. Albans, Herts.

Secondary Boys R.C. Independent School. 550

Required for January 1986:

QUALIFIED ASSISTANT GEOGRAPHY TEACHER: ability to teach to 'O' level essential with particular interest in Human and Quantitative Geography. Sport, and a willingness to help with extra-curricular activities an asset.

Salary negotiable. B.S.

Application, with two referees to the Headmaster. (13413) 182624

KENT
CANNOCK SCHOOL
Chelsfield, Orpington
Boys' day/boarding Trust
Required in January qualified teacher of Geography to 'O' level. Ability to teach Commerce a strong recommendation. Burnham salary Scale pension. Non-residential or residential post. Free board in return for light boarding house duties.
Apply Headmaster with curriculum, vitae and names of two referees. (13826) 182624

LONDON SW1
FRANCIS HOLLAND SCHOOL
35 Graham Terrace, London SW1W 8JF
Church of England School, 390 girls 4+ - 18 years.
Graduate required in January 1986 to be responsible for organising all teaching of Geography from 11 years + A level and University Entrance. The applicant should be prepared to organise fieldwork and an interest in computers would be an advantage. London Burnham Scale.
Apply in writing giving particulars, and the names of two referees to the Headmistress. (18588) 182624

LONDON
LATYMER UPPER SCHOOL
King Street, London W6 9LR
(Independent: HMC, 1000 boys)
Required for January 1986 a graduate to teach Geography. Salary Burnham on scale appropriate to experience plus London Allowance.
Applications, together with full curriculum vitae and the names of two referees to: The Headmaster, Latymer Upper School, King Street, London W6 9LR. (13587) 182624

Other Assistants

LONDON
ST. PAUL'S GIRLS' SCHOOL
Brook Green, London W6 7BS
History graduate required for January 1986 to teach History part-time (about 15 periods a week) to 'A' level, 13th and 20th century European History specialist preferred.
This is, in the first instance, a temporary appointment for 2 terms with the possibility of extension.
Applications in writing (marked "For the attention of the School Secretary") should be addressed to the High Mistress, giving full curriculum vitae and the names and addresses of two referees. (13474) 182624

SOMERSET
QUEENS COLLEGE
Taunton

Co-educational day and boarding

Required for January or September 1986, a well-qualified graduate in HISTORY to teach throughout the school, with a full share of sixth form work. Assistance with at least one of the major sports (rugby, cricket, hockey) an advantage. Accommodation available for single person or return for boarding duties. The school will consider anyone wanting a temporary post for two terms.

Applications with full CV and names of two referees to:

The Headmaster, Queens College, Taunton (0823) 75339 (13568) 182624

Mathematics

Heads of Department

SURREY
WEST LONDON

ROYAL BALLET SCHOOL
155 Talgarth Road, Barons Court, London W14 9DE

HEAD OF MATHEMATICS (SCALE 3)

Required for JANUARY 1986, a dynamic young Mathematics teacher willing to gain experience as Head of a small department. Must have taught 'A' Level Mathematics.

Details and an application form from The Academic Principal. (01096) 183418

Other Assistants

CAMBRIDGESHIRE
THE LEYS SCHOOL

(HMC: boys from 13, mainly boarding, with Sixth Form girls)

A well qualified graduate is required (for January or April 1986) for a strong and successful department to share in the teaching of Mathematics at all levels including university entrance. The ability to update's special interests can be taken into account in the allocation of teaching and work. Good computing facilities available.

Ability to contribute enthusiastically to the life of a boarding school, particularly in sport, will be a strong recommendation.

Applications, including full curriculum vitae and names of two or more referees should be sent as soon as possible to The Headmaster, The Leys School, Cambridge CB2 2AD. (13169) 183484

LONDON
ELTHAM COLLEGE
HMC. Formerly DO. 11 - 18 Day and Boarding Places for 520 boys. Sixth form Places for 150 girls.
Because of the promotion of the present holder to a Deputy Headship, a graduate mathematician is required for January 1986 to lead a strong and thriving department of seven.
Staff to teach up to 'A' level, for which some candidates are entered at the end of the fifth year, and to undertakes their take London University A/O Para Maths in the Fifth Year.
Courses in Pure Maths, Pure Maths and Statistics, Pure and Applied Mathematics and Mathematics with Computing are offered in the Sixth Form.
The Department has an excellent record for 'O' and 'A' level results, and has in recent years gained many Cambridge successes.
In addition to the Department runs with assistance from 6th form pupils, Junior and Senior Mathematics Societies during lunchtime and some evenings after school.
This is a Scale 4 post (plus Outer London Weighting). Assistance with removal expenses will be considered.
Applications with names of two referees and curriculum vitae to the Headmaster, Eltham College, Mottingham, SE9 4QF. (13458) 183418

DEVON
ST MARGARET'S SCHOOL (WOODARD CORPORATION)
Magdalen Road, Exeter
430 girls, 7 - 18, mostly day, some weekly boarders
Required for January 1986 a part-time teacher of Home Economics to teach the subject from 11+ to O-level with a small amount of Sixth Form work. Burnham Scale 1. This post is initially temporary with a strong probability of it becoming permanent.
Applications with full curriculum vitae and names and addresses of 3 referees should be forwarded to the Headmistress as above. (01392) 183024

SURREY
SUTTON HIGH SCHOOL
55 Cheam Road, Sutton, Surrey (Tel: 01-643 4888)
G.P.D.S.T.
Required from part way through the SPRING TERM 1986, someone qualified in HOME ECONOMICS to teach to Ordinary and Advanced Level. Initially a temporary post occasioned by confinement leave.
Apply by letter to the Headmistress including curriculum vitae and details of two references. (13471) 183024

Moira House
EASTBOURNE

GSA, GBGSA, BSA, 330 girls

HEAD OF GEOGRAPHY DEPARTMENT

Applications are invited from Graduates for the post of Head of the Geography Department from January 1986, on the retirement of Mrs Margaret Buckingham who has led the Department for 12 years.

The successful applicant will be responsible for leading the department of two full time and one part-time teachers, for all aspects of departmental organisation, and for contributing to teaching of Geography throughout the Senior School to AiS Level and University Entrance.

The School has its own salary scale, and this post is offered at an equivalent of Burnham Scale 3 plus Moira House additions for qualifications and experience.

Applications by letter, with full C.V., with the names and addresses of two referees, should be sent as soon as possible to the Headmaster's Secretary.

The closing date for applications is 12th October, and interviews will be held at the School on Tuesday, 22nd October.

MOIRA HOUSE SCHOOL · EASTBOURNE
EAST SUSSEX BN20 7TE

(7234)

BERKSHIRE

ETON COLLEGE

Required for January 1986: a graduate MATHEMATICIAN to teach throughout the School. Since the vacancy arises through leave of absence, it is initially for twelve months only, but there is some possibility of a permanent appointment thereafter. An interest in computing, soccer, rowing or other out-of-school games or activities would be an additional recommendation. Accommodation provided. Salary scale above Burnham.

Please address applications (enclosing curriculum vitae and names, addresses and telephone numbers of three referees) to the Head Master, Eton College, Windsor, Berkshire, from whom further details may be obtained.

(7259)

Home Economics

Other Assistants

DEVON
ST. MARGARET'S SCHOOL
Exeter
Required for September 1986, a resident Senior Housemistress for approx. 30 girls aged 14 to 18. The person appointed should be someone in sympathy and with real understanding of the pastoral and disciplinary care of girls of this age. It is hoped that she would teach a limited timetable. Please state teaching subject offered.
St. Margaret's is an Independent girls' school of the Woodard Corporation, with 430 pupils, 60 of whom are weekly boarders. There would therefore be no weekend commitments involved in this resident post. Salary would be in accordance with the Burnham Scale 2.
Applications to the Headmistress, St. Margaret's School, Magdalen Road, Exeter, with full curriculum vitae and names and addresses of 3 referees by 21st October. (13587) 185094

INDEPENDENT EDUCATION
continued

MANDER PORTMAN WOODWARD

Independent sixth form college requires urgently A TUTOR IN MATHEMATICS to cover the 'O' and 'A' level classes (LONDON BOARD SYLLABUS B) of our Head of Maths who has taken premature maternity leave.

Competitive Renumeration.

Please telephone the Principal on 01-584 8674 for details. (13756) 183424

NORWICH
NORWICH HIGH SCHOOL FOR GIRLS
G.P.D.S.T
95 Newmarket Road, Norwich NR2 2HU
Required in January 1986, an enthusiastic, well-qualified graduate to teach Mathematics (SMP) Part Time (15/30ths). An interest in the use of Computers in the teaching of Mathematics would be an advantage. Initially the appointment would be for two terms, but there is a possibility of a permanent post. Salary according to qualifications and experience (on Burnham Scale) plus Government Superannuation.
Applications by letter please (no forms) to the Headmistress, enclosing c.v., s.a.e., and the names, addresses and telephone numbers of two referees by Friday, 18th October 1985. (06573) 183424

READING
LEIGHTON PARK SCHOOL
Reading
(Quaker, HMC, boarding, boys 11 - 18, Sixth-form girls)
Teacher of MATHEMATICS to university entrance level required from January.
Tel: 0734 872065 to be sent details. (01079) 183424

SURREY
CHARTERHOUSE
Required for September 1986 a MATHEMATICIAN to teach at all levels. Expertise in a particular branch of Mathematics or in computing an advantage.
Full details from The Headmaster, Charterhouse, Godalming, Surrey GU7 2DJ, to whom applications with curriculum vitae and names, addresses and telephone numbers of two referees should be sent. (01866) 183424

WARWICKSHIRE

WARWICK SCHOOL

(H.M.C.; Assisted Places; 800 boys)

Required for January 1986; temporarily for one term, a graduate to teach MATHEMATICS at all levels including Sixth Form. Ability to help with Hockey and/or Rugby an advantage.

Salary is Burnham with Warwick School allowance and scale post according to experience.

Applications should be made to the Headmaster giving details of qualifications and experience and the names and addresses of two referees. Warwick School, Myton Road, Warwick CV34 6PP. Tel: Warwick (0926) 492484. (18882) 183424

Modern Languages

Other Assistants

DEVON

EXETER SCHOOL

(HMC Day & Boarding 650 pupils - 215 Sixth Form)

Requires for January 1986

A graduate teacher of FRENCH to join a large and lively department.

Post would suit either an experienced or newly trained teacher.

Further details available on request. The School pays above Burnham Scale.

Apply to The Headmaster with full curriculum vitae and quoting 2 referees.

Exeter School, Exeter, Devon EX2 4NS. (06588) 183624

HAMPSHIRE

WEST HILL PARK
Titchfield, Fareham, Hants.

IAPS Co-educational day and boarding, 190 pupils

Required for January 1986, French teacher to teach throughout the School. This post is initially for 2 terms, but would be permanent for a young, enthusiastic, forward-looking person. Own salary scale. Single accommodation available.

Apply with C.V. and 2 referees to Headmaster. (01437) 183624

HERTFORDSHIRE
THE PRINCESS HELENA COLLEGE FOR GIRLS
Requires this term or next a resident French Assistante or German Assistentin.
Apply in writing to the Headmaster of the College, Temple Dinsley, Preston, near Hitchin SG4 7RT. (18715) 183624

HERTFORDSHIRE
HABERDASHERS' ASKE'S SCHOOL
Elstree, Herts. WD6 2AF
(HMC - Independent - 1300 boys - 300 in sixth)
TEMPORARY APPOINTMENT
Required from January to July 1986, a well-qualified linguist to teach FRENCH to Advanced level and GERMAN at least to GCE 'O' level. Tandberg language laboratory and oral methods in use in this large department of 13 modern linguists. Help with General Studies, games or out-of-school activities an advantage.
Salary generous London Burnham; scale dependent on qualifications and experience. Government Superannuation plus free Life Insurance.
Apply without delay with full tabulated c.v. and names of two referees to the Headmaster. (01094) 183624

ISLE OF MAN

THE BUCHAN SCHOOL
Castletown, Isle of Man

ISLE OF MAN GRANT AIDED BECOMING INDEPENDENT

MODERN LANGUAGES TEACHER

Qualified teacher required from January 1986 to teach French and German or Spanish to 'O' and 'A' levels.

Applications with c.v. to The Principal, Mrs E.J. Perkins, B.Sc. (Hons), M.Ed. (Wales), F.R.I.M. The Buchan School, Westhill, Castletown, Isle of Man. (13838) 183624

KENT
A good honours graduate is required in January 1986 to teach GERMAN throughout the school and some FRENCH to sixth form level. Applicants available in April or September will be considered.
A permanent appointment is envisaged, but candidates seeking a temporary post for the remainder of the school year are invited to apply.
Salary negotiable. Possibility of accommodation for single applicant.
Apply with full c.v. to the Headmaster, The King's School, Canterbury CT1 2ES. (01624) 183624

OXFORDSHIRE
ABINGDON SCHOOL
(H.M.C., 700 boys 11 - 18, Boarding and Day)
There will be a vacancy for a Graduate Linguist to teach French and German throughout the School.
The appointment could commence in either January or September 1986 - applicants for January are invited to state whether they would be willing to accept a temporary appointment for two terms only.
The post would be particularly suitable for a teacher seeking promotion to Burnham Scale 2. Willingness to take a full part in extra-curricular activities would be essential.
Full details and application form from: The Headmaster, Abingdon Scool, Oxfordshire OX14 1DE. (18721) 183624

SOMERSET

WELLS CATHEDRAL SCHOOL
Wells, Somerset

HMC GBA Coeducational Boarding and Day

525 - 11 to 18

Vacancy for January for young well qualified teacher of French, with the possible addition of German, throughout the school and to A and O Level. An interest in games and, or any other activities would be a recommendation. Salary Burnham Scale 1 or 2 with addition.

The post of SCHOOL CHAPLAIN will be vacant and suitable applicants for any current teaching posts will might apply. This post will be Scale 3 with either limited married accommodation or a housing allowance.

Write for further details and application form to The Head Master. (01517) 183624

TEACH ON EXCHANGE or go on a course abroad. See Overseas column and Education Courses column. (06440) 183624

WEST SUSSEX

BUSH DAVIES SCHOOL OF EDUCATION AND THEATRE ARTS
East Grinstead

A co-educational school

Requires for January, 1986:-

A temporary qualified full-time teacher of French throughout the school to A level for 2 terms because of maternity leave. This might become a permanent post.

Burnham Scale 1.

Application and Curriculum Vitae with the names of two referees to: The Academic Headmistress, Bush Davies School, Charters Towers, Lingfield Road, East Grinstead, West Sussex RH19 2JS. (01088) 183624

KENT
COMBE BANK SENIOR SCHOOL
Sundridge, Sevenoaks, Kent TN14 6AE
Tel: Westerham 63720
(Independent R.C. Day School, 250 girls 11 - 18 years)
An opportunity for an energetic and enthusiastic Musician in an expanding School. Music is taught at present in the first three years and at O Level. We would like the Department developed and are particularly interested to encourage and build a comprehensive instrumental programme. There is strong support for Music from the Headmistress. Salary Burnham +. Scale by negotiation. Start January or September 1986.
Apply in writing with full Curriculum Vitae and names (with address and telephone number) of two referees to the Headmistress. (01093) 183824

LONDON
CHIGWELL SCHOOL
HMC - 500 boys/Sixth Form girls
Assistant Director of Music required from January 1986 in thriving department with fifteen part-time staff. Organist/choirmaster preferred. Salary above Burnham II. Accommodation may be available.
Further details from and applications to, the Headmaster, Chigwell School, Chigwell, Essex IG7 6QF. (18266) 183824

MANCHESTER
THE MANCHESTER GRAMMAR SCHOOL
Manchester M13 0XT
(Tel: 061-224 7201)
ASSISTANT DIRECTOR OF MUSIC
Upon the retirement of Michael Ball to pursue a full-time career in composition, the post of Assistant Director of Music will become vacant in January or September 1986. The School has its own salary scale.
Applications, with full curriculum vitae, and the names of two referees, should be sent to the High Master, from whom additional details may be obtained. (06574) 183824

OXFORDSHIRE
ABINGDON SCHOOL
(H.M.C., 700 boys 11 - 18, Boarding and Day)
There will be a vacancy in January 1986 for a Graduate Music Teacher, to undertake class teaching at all age levels between 11 and 18, possibly together with some strings work.
Applicants should be willing to take a full part in the life of this boarding and day school, including involvement in extra-curricular activities.
Full details and application form from: The Headmaster, Abingdon School, Oxfordshire OX14 1DE. (18723) 183824

SUFFOLK
ST. FELIX SCHOOL
Southwold, Suffolk
Independent School for 370 girls, 11 - 18, 100 in Sixth Form
Required January or April, Teaching or non-Teaching Housemistress for U.VI House of 22 girls. As resident pastoral duties are relatively light, candidates will be expected to teach part-time or undertake other administrative pastoral duties within the School.
Pleasant self-contained flat. Salary negotiable. No dogs.
Letters of application with c.v. and names of two referees to The Headmistress. (01438) 184024

SURREY
FRENSHAM HEIGHTS SCHOOL
See under Sociology. (18711) 184024

WEST SUSSEX

LAVANT HOUSE
Chichester PO18 9AB

Day and Boarding School for Girls

Required for January: residential HOUSEMISTRESS to take charge of boarding house of 50 girls aged 10 - 16. Preference given to those able to help with extra-curricular activities. Accommodation available for married couple and possibility part-time work for husband.

Applications to the Headmistress, with c.v. and names/telephone numbers of two referees. (13262) 184024

Physical Education

Other Assistants

DEVON
EDGEHILL COLLEGE
Bideford, Devon
Required in January 1986 a well qualified and enthusiastic Assistant Teacher for Physical Education. Edgehill is a boarding and day school for girls and has a strong P.E. Department with excellent facilities. Opportunities are available to develop interests in many outdoor pursuits during weekends as well as a broad curriculum within the school timetable.
Applications should be made in writing to the Headmistress giving full curriculum vitae and the names and addresses of two referees. (16464) 184224

DORSET
ST. ANTHONY'S LEWESTON SCHOOL
Sherborne
(Independent Roman Catholic Boarding and Day School for 400 girls aged 11 - 18
Required for January 1986 P.E. Assistant to share the teaching throughout the school in a lively and successful department of 3. Applicants must be willing to help with a wide range of extra-curricular activities in the evenings and at weekends. Excellent facilities include a Sports Hall, 2 squash courts, an outdoor heated swimming pool, 3 grass Hockey pitches and Athletics track, 6 Netball and hard Tennis courts.
Please apply with full curriculum vitae and names, addresses and telephone numbers of 2 referees to the Headmistress at the school. (16484) 184224

LONDON SE22
JAMES ALLENS' GIRLS' SCHOOL
East Dulwich Grove, SE22 8TE
G.S.A. 638 girls
Required in January 1986 a fully qualified P.E. specialist to share in the teaching of the subject throughout the school with the ability to teach Hockey and Tennis to a high level.
Salary - James Allens' Girls' School Salary Scale (Burnham Plus) with Inner London Addition and Government Superannuation Scheme. Scale 2 for a suitable applicant.
Apply to the Headmistress, giving a full c.v. and the names, addresses and telephone numbers of two referees. (01741) 184224

EAST SUSSEX
BATTLE ABBEY SCHOOL
(G.S.A. 140 girls 10 - 18)
Qualified teacher required to teach Physical Education and Games throughout the school. This is a resident post suitable for female applicants only.
Please send foolscap s.a.e. to the Headmaster's Secretary for further details and an application form. (01516) 184224

LONDON
QUEEN'S GATE SCHOOL
133 Queen's Gate, London SW7 5LE
Required in January 1986 enthusiastic specialist to take charge of Physical Education throughout the Junior and Senior School, with interests in lacrosse, tennis, gymnastics and dance.
Burnham Scale with Inner London Allowance.
Apply Principal with curriculum vitae and names and telephone numbers of two referees. (40682) 184224

NORTHUMBERLAND
LONGRIDGE TOWERS SCHOOL
Berwick-upon-Tweed
Required for January 1986, an enthusiastic teacher for both senior girls and Junior mixed groups. A special interest in hockey is essential and a willingness to reside in school and assist with the supervision of boarders would be welcomed.
Further details and application forms from the Headmaster's Secretary (Tel: 0289 307584). (01859) 184224

STAFFORDSHIRE
COTTON COLLEGE
Oakamoor, North Staffs. ST10 3DP
Teacher of PE and Games. An interest in rugby and a keen determination to take part in the life of the school is essential. Salary on the Burnham scale. Accommodation may be available.
Applications with C.V. and the names and addresses of two referees to the Headmaster. (13834) 184224

SUFFOLK
ALL HALLOWS SCHOOL
Ditchingham, Suffolk NR35 2DU
Independent boarding and day school for girls 8 - 18 years. Day school for girls and boys 5 - 8 years
Required for January 1986 a fully qualified and experienced specialist to be responsible for P.E. and Games throughout the school. This is an expanding department particularly at Sixth Form level. An ability to assist with the Duke of Edinburgh Award Scheme would be an advantage.
Applications with full curriculum vitae and names and addresses of two referees should be sent to the Headmistress at the school as soon as possible. (01893) 184224

Science

Heads of Department

BOURNEMOUTH
TALBOT HEATH
Bournemouth
Independent (formally Direct Grant) Church of England Day and Boarding School for girls aged 8 - 18 years; Sixth Form of 100
Head of the Physics Department (Scale 3) required preferably for January, 1986, to teach throughout the Main School (11 - 18 years) and to "O", "A" and Oxbridge levels. Good laboratories with experienced technicians.
Applications by letter with curriculum vitae and the names of two persons to whom reference may be made should be sent as soon as possible to the Head Mistress, Talbot Heath, Rothesay Road, Bournemouth BH4 9NJ. Tel: (0202) 761881. (01717) 184818

Music

Heads of Department

GLOUCESTERSHIRE
CHELTENHAM COLLEGE
Cheltenham, Glos GL53 7LD
DIRECTOR OF MUSIC
A dynamic musician required for September 1986. Applicants should be organists and have experience of choral and orchestral conducting.
For further details, please apply to the Headmaster.
Applications should be accompanied by curriculum vitae and the names of two referees. (18812) 183818

Other Assistants

CUMBRIA
SEDBERGH SCHOOL
Cumbria
Required for January 1986, or as soon as possible thereafter, a graduate in Music who is an organist. Second study string player or singer an advantage. Teaching to include 'O' and 'A' level work, class and individual pupils.
Apply, with telephone numbers, to The Headmaster, Sedbergh School, Sedbergh, Cumbria LA10 5HG, giving curriculum vitae and the names of two referees and details of extra-mural interests. (13811) 183824

Pastoral

Other Assistants

DEVON
TRINITY SCHOOL
Teignmouth
a Roman Catholic and Anglican co-educational day and boarding school - 240 pupils on roll
Require for January 1986 an Assistant Teacher to be responsible for boys' boarding and senior boys' PE.
Applications, including full c.v. and the names of two referees should be sent to the Headmaster by 15 October. A job description can be obtained from the School Secretary on request. Single accommodation available. (16476) 184024

DORSET
ST. ANTHONY'S-LEWESTON SCHOOL
Sherborne
Required January 1986, Sixth Form Resident House Matron to be responsible for Sixth Year girls during boarding school hours. Understanding of young people essential. Terms negotiable in accordance with experience and service offered.
Please reply with names and addresses of two referees and a copy of a recent testimonial to The Headmistress, St Antony's-Leweston School, Sherborne, Dorset. (06578) 184024

SHROPSHIRE
ADCOTE SCHOOL
Little Ness, Shrewsbury SY4 2JY
Tel: 0939 260202
GSA Boarding/Day School for girls aged 8 - 18 yrs.
Required for January 1986 an experienced fully qualified female teacher as resident Housemistress, to be responsible for 86 boarders. Ability to teach, Maths or Art preferred, other subjects considered.
Apply in writing to the Headmistress giving full curriculum vitae and names and addresses of two referees.
We are exempt from the Sex Discrimination Act in view of the fact we are a girls' school. (18567) 184024

SURREY
Free board and accommodation plus salary offered to part-time housemaster to look after a maximum of eight boarders for weekends and four evenings during term-time. Day-times free. Interest in sport an advantage. Experience with teenagers preferred. Clean driving licence for use of school transport.
Apply to Head, Orme House School, Tilburstow, Godstone. Tel: 0342 892161. (01006) 184024

WILTSHIRE
Cranborne Chase School
Wardour Castle
Tisbury
Nr. Salisbury, Wilts.

Girls' School with 140 pupils ranging in age from 11 - 18 years

Required for January 1986

P.E. Teacher

to teach the full range of girls. Main team sports are netball, volleyball and hockey. An interest and enthusiasm for modern dance and dance drama would be an asset.

Apply with names and addresses of two referees to: Mrs. M. Simmons, Headmistress at the above address.

(7365)

OLD SWINFORD HOSPITAL, STOURBRIDGE
Founded 1667
Voluntary Aided 480 boys 11–18
Mainly Boarders
120 in the Sixth Form
Required for January or September 1986

HEAD OF CHEMISTRY

This is a strong department in the school with good sixth form numbers. The Salary will be Burnham Scale 2 or 3 depending on experience.

The school has been increasing its boarding numbers over the last few years and three new senior boarding houses have recently been completed. Candidates should preferably have had some experience of boarding education. It may be possible for the successful candidate to be Resident in a school house in the grounds which would be rent and rates free, with a heating and lighting allowance. In addition, there is a generous emolument for help with the boarding side of the school. Further details are available from the Headmaster, to whom application (no forms) should be sent with the names of two referees.

Old Swinford Hospital School, Stourbridge, West Midlands DY8 1QX
Tel: Stourbridge 370025

INDEPENDENT EDUCATION
continued

CROYDON
TRINITY SCHOOL
Croydon
(Independent, HMC, 740 boys)
The post of HEAD OF BIOLOGY will become vacant in September 1986. Applications are sought from suitably qualified and experienced teachers. The salary will be at least equivalent to Burnham Scale 4. Further details of the post are available from the Headmaster.
Financial assistance is available for removal expenses, and there is the possibility of accommodation.
Application (no forms), with names of two referees, to the Headmaster, Trinity School, Shirley Park, Croydon CR9 7AT, by 31 October. (16484) 184818

KENT
BROMLEY HIGH SCHOOL
G.P.D.S.T.
Blackbrook Lane, Bickley, Bromley, Kent BR1 2TW
Required for January 1986 a graduate teacher of Physics to teach the subject to Scholarship level as well as Integrated Science in the lower school. An interest in electronics is desirable to extend the teaching within this successful department. The new purpose-built school has excellent facilities and technical assistance. The scale available will depend on qualifications and experience. The post of Head of the Science department is available and applicants may also be considered for this post.
Write with names and addresses of two academic referees and full c.v. to The Headmistress. (40689) 184818

LONDON SW15
PUTNEY HIGH SCHOOL
35 Putney Hill, SW15 6BH
(G.P.D.S.T. Independent: 500 girls)
Required January 1986 Head of Chemistry to teach Oxbridge students in successful, well equipped department. Scale according to qualifications and experience.
Apply by letter to the Headmistress with curriculum vitae and names of two referees. (18914) 184818

SUFFOLK
FELIXSTOWE College,
Felixstowe IP11 7NQ.
(Boarding 340 girls aged 11 to 18)
BIOLOGY TEACHER
Required from January or March 1986 for two terms or permanently, able to teach Junior Integrated Science and Biology up to A/O level; oversight of the Junior General Science Department may also be offered.
Salary: Scale 1 with the possibility of Scale 2 for additional responsibility. Further details from the Headmistress. Full applications with c.v. and names, addresses and telephone numbers of two referees to be received by October 15, 1985.

WILTSHIRE

STONAR SCHOOL
Cottles Park, Atworth, Melksham, Wiltshire

Girls' Public School, 9 miles from Bath

Wanted for January or September 1986:

HEAD OF PHYSICS - Burnham Scale 3

New laboratories opened 1985. Interest in 'Girls into Science Project' and Electronics an advantage. Possible Scale 4 for exceptional candidate.

Send full curriculum vitae and names and addresses of two referees to the Headmistress at the school, from whom further details are available./(16455) 184818

Other Assistants

CUMBRIA
SEDBERGH SCHOOL
Cumbria
Required for January 1986, FOR ONE TERM ONLY, a graduate to teach Chemistry to all levels including 'A' level.
Apply, with telephone numbers, to The Headmaster, Sedbergh School, Sedbergh, Cumbria LA10 5HG, giving curriculum vitae and names of two referees, and details of extra-mural interests. (13810) 184824

DORSET
Bryanston School
Dorset
HONOURS GRADUATE

(13–18 boarding; 400 boys, 200 girls)

An honours graduate in Chemistry is required for September 1986 to teach at all levels up to University Entrance. A willingness to enter fully into boarding school activities is essential.

Please apply by letter to the Headmaster, Bryanston School, Blandford, Dorset DT11 0PX, enclosing Curriculum Vitae and the names of two referees.

EDINBURGH

LORETTO SCHOOL
Edinburgh

This non denominational boys boarding school, with girls in the sixth form, requires for September 1986 A TEACHER OF CHEMISTRY to teach at all levels up to and including A levels, and Oxbridge entrance.

A willingness to help with games and extra curricular activities will be expected. Single and married accommodation available.

Applications with the names and addresses of 2 referees to the Headmaster, Loretto School, Musselburgh, Near Edinburgh EH21 7RE from whom further details may be obtained. (01738) 184824

GWENT
MONMOUTH SCHOOL
Monmouth, Gwent NP5 3XP
HMC. 530 boys 11 - 18, boarding and day
Required for TWO TERMS from January 1986 a graduate to teach BIOLOGY at least to O-level and preferably throughout the School. The successful applicant will be joining a lively department and working in his own fully equipped laboratory in the School's new Science Block.
A willingness to play a full part in the School's extra-curricular activities is expected. Temporary accommodation available. Monmouth School own salary scale (improved Burnham).
It is intended to advertise a permanent position (September 1986) in November.
For further details write to the Headmaster (envelope labelled 'Biology Appointment'), to whom applications, together with full curriculum vitae and the names of two referees, should be sent as soon as possible. (18599) 184824

HEREFORD

BELMONT ABBEY SCHOOL
Hereford

(R.C. Independent 13 - 18, 250 mainly boarding)

Required for January 1986.

Assistant teacher of CHEMISTRY AND BIOLOGY preferably to 'A' level. Other activities important, ROWING COACH a great advantage.

Apply at once with c.v. and names, addresses and telephone nos. of 2 referees to: The Headmaster, Belmont Abbey School, Hereford HR2 9RZ Tel: (0432) 277362. (01538) 184824

HERTFORD
HAILEYBURY
Hertford
Required for September 1986, a graduate PHYSICIST to join a strong department in well-equipped laboratories and to teach throughout the School. Nuffield and standard courses are followed at A Level. The School also has modern electronics and computing facilities and is currently expanding its teaching of technology.
Haileybury salary scale (above Burnham); accommodation will be available if required.
Applications to The Master, Haileybury, Hertford SG13 7NU by 27th October; further details may be obtained by telephoning the Head of Science, Dr. I.R. Williams on Hoddesdon (0992) 460228. (01765) 184824

KENT
BROMLEY HIGH SCHOOL
G.P.D.S.T.
Please see main advertisement for graduate teacher of Physics under Science Head of Department. (40690) 184824

LONDON SW15
PUTNEY HIGH SCHOOL
35 Putney Hill, London SW15
Required January 1986 part-time Chemistry teacher 14/30ths. Scale 1 up to G.C.E. Advanced Level.
Apply by letter to Headmistress with curriculum and names of two referees. (18912) 184824

NOTTINGHAM
RODNEY SCHOOL
Kirklington, Newark, Notts.
Co-ed. rural, 8 - 18 yrs.
Required January: teacher in charge Biology. Some boys' boarding duties. Burnham, accom.
Full details to the Headmaster. (13169) 184824

SOMERSET

QUEENS COLLEGE
Taunton

Co-educational, day and boarding

Required for January or September 1986, a well-qualified graduate in BIOLOGY to teach throughout the school, with a full share of sixth form work. Assistance with at least one of the major sports (rugby, cricket, hockey) an advantage. Accommodation available for single person in return for boarding duties. The school will consider anyone wanting a temporary post for two terms.

Applications with full CV and names of two referees to:

The Headmaster, Queens College, Taunton. Tel: Taunton (0823) 72559. (13567) 184824

SOMERSET
WELLS CATHEDRAL SCHOOL
Wells, Somerset
HMC GBA
Coeducational Boarding and Day
525 - 11 to 18
Vacancy for January for well qualified teacher of Physics to O and A Level and Combined Science to younger forms. An interest in games and, or other outside activities would be a recommendation. Salary Burnham Scale 1 or 2 with addition.
The post of School Chaplain will be vacant and suitable applicants for any current teaching posts might apply. This post will be Scale 3 with either limited married accommodation or a housing allowance.
Write for further details and application form to The Head Master. (18578) 184824

WARWICK
THE KING'S HIGH SCHOOL FOR GIRLS
Warwick CV34 4HJ
(540 girls, 130 in sixth form)
Required for January, 1986 good Honours Graduate to share the teaching of Biology throughout the school to A Level and beyond. There are two other Biologists in a Science Department of eight. About half the sixth form girls study sciences.
Salary Burnham Scale 1 or 2 according to experience.
Applications (no forms) to the Headmistress. (18574) 184824

Social Studies

Other Assistants

DEVON
ST MARGARET'S SCHOOL
(Woodard Corporation)
Magdalen Road, Exeter
430 girls, 7 - 18, mostly day, some weekly boarding
Required for January 1986 a suitably qualified and enthusiastic teacher of Sociology to GCE O-level. Sociology is taught from 13+ onwards. This is a substantial part-time post for four days per week.
Burnham Scale 1.
Applications with full curriculum vitae and names and addresses of 3 referees to the Headmistress at the above address. (01019) 185024

SURREY
FRENSHAM HEIGHTS SCHOOL
Rowledge, Farnham, Surrey
SOCIOLOGIST & RESIDENT HOUSEMISTRESS
Required January. This coeducational boarding and day school of 265 pupils aged 11 to 18 requires a highly competent Sociology graduate to teach O and A level, and to be a resident Assistant Housemistress in unit of 34 girls aged 11 to 13.
Burnham Scale, free board and accommodation, good working conditionsk, successful school.
Write fully to Headmaster, supplying two referees and any available testimonials. (18710) 185024

Speech and Drama

Other Assistants

CROYDON

WHITGIFT SCHOOL
Croydon

HMC 860 Boys

Required in January, qualified DRAMA specialist to take responsibility for time-tabled Drama carried out in a large, well-equipped studio. It is hoped that the person appointed will also offer some English teaching and help with activities outside the classroom.

Salary on Whitgift Scale I or II (above Burnham) according to experience. Possibility of accommodation.

Apply to the Headmaster, Whitgift School, Haling Park, Sth. Croydon CR2 6YT, Surrey, enclosing curriculum vitae and names and addresses of two referees. (13490) 185224

LONDON
MORE HOUSE SCHOOL
22-24 Pont Street, London SW1
Catholic Independent GSA School, 240 girls 11 - 18
Required for January: part-time teacher for Drama, working with pupils 11 - 16. A background in theatre and some experience of working with young people preferred. Tuesdays and Thursdays, including some lunch-time and after-school drama. Timetable equivalent to 2¼ days a week, or more for a candidate offering some Junior English. (01142) 185224

Other than by Subject Classification

Other Assistants

EALING
Required unexpectedly in January in Independent School for girls teacher of English to 'O' level and Junior History. Part-time considered.
Apply Headmistress: Harvington School, 20 Castlebar Road, Ealing, W5 2DS. (06577) 185624

LONDON N16
Qualified Upper Junior School Teacher required immediately. Independent school. Salary on Burnham scale.
Please write giving details of experience, the name of a referee and a Telephone Number for speedy contact. Lubavitch House Schools, 107-115 Stamford Hill, London N16. (13856) 185624

LONDON SE21
DULWICH COLLEGE PREPARATORY SCHOOL
I.A.P.S. (740 Children age 3 - 13)
Required in January 1986 a qualified teacher to take one of the five classes in the 7 - 8 year old age group in the Lower School (200 boys aged 7 - 9). This department of a large boys' Prep School occupies a new building recently opened. There are excellent facilities with scope for an individual approach to the work in a happy environment. This is an important position which could lead to promotion and a scale post. A real interest in curricular development will be a great asset. Burnham Scale 1 with Inner London Allowance and D.E.S. Superannuation.
Please apply to Headmaster, 42 Alleyn Park, Dulwich, SE21 7AA giving details of age, training and experience, names of referees and including a telephone number. (13332) 185624

LONDON
Junior Girls' School requires full-time teacher immediately for general subjects.
Please apply to Box TES 00444, Priory House, St John's Lane, EC1M 4BX. (01081) 185624

Preparatory Schools

Headships

SOMERSET

JUNIOR SCHOOL

QUEENS COLLEGE
Taunton

Applications are invited for the post of

HEAD

which becomes vacant from 1 September 1986 on the retirement of Mr A.H. Birchall (a member of IAPS).

The School has 150 pupils, is fully co-educational half boarding and half day.

Further particulars may be obtained from: The Headmaster, Queens College, Taunton (Tel: 0823 72559), to whom applications should be sent by 8 November. (01101) 200010

By Subject Classification

Art and Design

Heads of Department

SOMERSET

MILLFIELD JUNIOR SCHOOL

EDGARLEY HALL
Glastonbury, Somerset BA6 8LD

Tel: Glastonbury 32446

Co-Educational. 438 pupils aged 7 - 13½. Day and Boarding. 60 teachers. Excellent facilities.

Wanted for January or April 1986, following the appointment of the present occupant to a Headship:

HEAD OF DEPARMENT OF ART, DESIGN & TECHNOLOGY

The school has a purpose-built DESIGN CENTRE opened in September 1984. Design and Technology are part of the curriculum for all pupils aged 10-13 and the Centre is used by pupils in their spare time.

The person appointed will be responsible for the further development of Art, Design and Technology within the School but will specifically teach Design and Technology. Two further members of the Department teach Art and Pottery.

A scaled post is available.

CV's and names of referees to the Headmaster, from whom further details can be obtained. (18466) 201818

Other Assistants

NORTHAMPTONSHIRE

Art and Pottery Teacher required in January 1986 in Boys' Boarding Preparatory School. The School has new Art facilities and is looking for an enthusiastic person to make the most of them.

Some weekend work, with time off during the week in lieu.

Burnham Scale - Residential Post for single person.

Apply: The Headmaster, Winchester House School, Brackley, Northants NN13 5AZ. (01103) 201224

Geography

Heads of Department

KENT

WELLESLEY HOUSE
Broadstairs CT10 2DG

(I.A.P.S. Co-educational, mostly boarding, 135 boys and 38 girls)

Required for April 1986: an experienced and qualified Head of Geography to teach for Scholarship and Common Entrance level. Full involvement with boarding school life and an ability to coach games is essential.

Salary Burnham plus, according to qualifications and experience.

Apply with C.V. and names of two referees to the Headmaster. (01018) 202618

Other Assistants

LONDON
Teacher required to take Geography throughout the school in I.A.P.S. boys' school, Central London.
Burnham and Inner London Allowance.
Apply to the Headmaster, Sussex House, 68 Cadogan Square, London SW1. (16470) 202624

Modern Languages

Other Assistants

GLOUCESTERSHIRE
HOUSEMASTER/MISTRESS
To teach French in co-educational Preparatory School in the Cotswolds required as soon as possible. Married accommodation provided. Normal duties and games. Burnham Scale and Government Pension Scheme.
Please apply with C.V. and telephone numbers of two referees to Headmaster, Beaudesert Park School, Minchinhampton, Glos. Nailsworth 2072. (01920) 203624

WEST SUSSEX
THE PREBENDAL SCHOOL
Chichester
(I.A.P.S. Co-educational, day and boarding - 163 pupils)
Required for January 1986, French teacher to teach French and perhaps one other subject throughout the School to C.E. and P.S.S. level. This is a scale 1 post. The successful applicant will be expected to coach boys or girls games and to take a full part in the extra-curricular activities of this flourishing Cathedral Choir School. Accommodation can be provided for a single person.
Apply with C.V. and names and addresses of two referees to the Head Master, from whom further details are available. (18568) 203624

YORK
Experienced French teacher required in January at I.A.P.S. country boarding school to teach the subject throughout the school to Common Entrance and Scholarship levels, usual duties. Help with games and extra mural activities an advantage. Rent & rates free Cottage or bachelor flat available.
Apply in writing with full C.V. and names and addresses of referees to The Headmaster, Terrington Hall, York YO6 4PR. (13812) 203624

CRANLEIGH SCHOOL

PHYSICS

Cranleigh School seeks a physicist for January 1986. The post would suit an enthusiastic recent graduate or someone with industrial or research experience. The Physics Department, which follow the Nuffield syllabus, is housed in its own purpose-built building and has a strong academic tradition; there are close links with the Electronics and Computing Departments. The person appointed would teach all levels including the Sixth Form.

ECONOMICS

A teacher of Economics at A Level is required for January 1986. The post, in a new Department, would suit a specialist in economic theory who could offer political organisation as a subsidiary subject. All teaching is in small sets.

The School is situated in Surrey countryside and accommodation is provided. Salaries are according to the Cranleigh scale.

Applications, with c.v. and the names of two referees, should be sent to the Headmaster, Cranleigh School, Surrey GU6 8QQ not later than 18th October 1985. (7387)

WAKEFIELD GIRLS' HIGH SCHOOL

Head of the Junior School

Applications are invited for the post of Head of the Junior School from 1st September, 1986, on the retirement of the Mistress-in-Charge, Miss P. M. Collingwood.

There are 170 children (age 4-11 years) in the school of whom approximately 21 are boys between the ages of 4 and 7 years.

Further details may be obtained from the Clerk to the Governors, 11 Market Street, Wakefield.

The closing date for applications is 25th October, 1985. 7990

PREPARATORY SCHOOLS
continued

Music

Heads of Department

DORSET

PORT REGIS
Motcombe Park,
Shaftesbury

Co-ed 240, 7 - 13

Director of Choral Music 1986. Jan./April/Sep.

Young, inspiring enthusiast to maintain standards of school choir, concert choir, operetta and congregation. Humour, ambition and excellence required. Other talents welcome. Young, enthusiastic flautist, high salary.

Apply with CV and photograph to the Headmaster. (18122) 203818

HERTFORDSHIRE

YORK HOUSE SCHOOL
I.A.P.S. Day School for 248 boys 4½-13
DIRECTOR OF MUSIC
Required for January (or April) 1986 a well qualified, enthusiastic musician who will be responsible for setting up a music department in the school. Responsibilities will include the organisation of peripatetic music staff for individual instrument lessons, and choir and orchestral activities. Salary Burnham Scale and D.E.S. Superannuation.
Apply with C.V. and the names and addresses of two referees to the Headmaster, York House School, Croxley Green, Rickmansworth, Herts. WD3 4LW. (13889) 203818

Other Assistants

ISLE OF WIGHT

RYDE SCHOOL

THE JUNIOR SCHOOL

I.A.P.S.

Required in January 1986 a qualified teacher to teach MUSIC throughout the Junior School (6 - 11, boys and girls). The ability to offer general subjects an advantage. The post may be residential.

Applicants should write to the Master of the Junior School, 7 Queen's Road, Ryde, Isle of Wight PO33 3BE, giving C.V. and the names, addresses and telephone numbers of two referees. (13830) 203824

Other than by Subject Classification

Heads of Department

BIRMINGHAM

EDGBASTON HIGH SCHOOL FOR GIRLS
Westbourne Road, Edgbaston, Birmingham B20 3AQ
SEPTEMBER 1986
HEAD OF PREPARATORY DEPARTMENT
Experienced and well-qualified teacher required to take charge of Preparatory Department of about 300 girls.
Salary: Burnham Scale 4
The school is situated in a pleasant residential area south of the city centre.
Further details may be obtained from the headmistress to whom applications giving curriculum vitae and the names and addresses of two referees should be made. (12550) 205618

LONDON

NOTTING HILL & EALING HIGH SCHOOL
(G.P.D.S.T.)
Required for April 1986 an experienced and well qualified teacher as Head of Junior Department, which comprises approximately 210 girls aged 5 to 11. The Head of the Junior Department is responsible to the Headmistress for the day-to-day organisation and administration and teaches a half timetable.
Burnham, Scale 3.
Further particulars and application form can be obtained from the Headmistress, Notting Hill & Ealing High School, 2 Cleveland Road, Ealing, London W13 8AX. Closing date for applications Friday 1st November 1985. (16481) 205618

LONDON N21

KEBLE PREPARATORY SCHOOL
(I.A.P.S. 320 Boys)
Required for January 1986 a Form Teacher for a class of seven year olds. Ability to help with music an advantage.
Burnham Scale, London Weighting and Govt. Superannuation.
Please apply with curriculum vitae and the names of two referees to the Headmaster, Keble Preparatory School, Wade Hill, Winchmore Hill, London N21. (13263) 205624

LONDON N21

PALMERS GREEN HIGH
Hoppers Road N21 3LJ

Tel: 01-886 1135

Day school for girls aged 3 - 16

Required for Jan 1986 an experienced and well qualified class teacher for 9 - 10 age range.

Required for Jan 1986 for 6 months an experienced and well qualified class teacher for the top junior class to cover maternity leave. Possibility of extension.

Burnham scale according to qualifications and experience.

Apply with full c.v. and names of 2 referees to the Headmistress. (16475) 205624

LONDON

NORTH BRIDGE HOUSE SCHOOL
Independent Co-Educational Preparatory School
Regent's Park, London NW1 4HG
Required for January 1986, a qualified teacher to take charge of a class of eight year olds in this preparatory school. Salary according to London Burnham Scale.
Apply with Curriculum Vitae and the names of referees to: The Headmaster, North Bridge House School, 4-14 Gloucester Gate, London NW1 4HG. (16857) 205624

LONDON

SARUM HALL SCHOOL
51 Eton Avenue, London NW3 3EH
I.A.P.S. day school. 128 girls
Qualified teacher for class of 8 year old girls required for January. Burnham Scale.
Please apply with c.v. to the Headmistress. (16857) 205624

NORTHUMBERLAND

CROFT HOUSE SCHOOL
Leazes Lane, Hexham, Northumberland NE46 3BB
I.A.P.S. Coeducational day school 90 pupils aged 4 - 11 years
Required for January, 1986, a fully trained teacher to work with a class of 8 - 9 year olds. The ability to take responsibility for boys' games and craft throughout the school would be an advantage.
Salary Burnham Scale 1. Candidates should apply in writing to the Headmistress giving full curriculum vitae and the names and addresses of two referees. (13848) 205624

SHROPSHIRE

THE ORMAL SCHOOL
Wellington, Telford TF1 3DN
Required for January 1986
A Teacher with qualifications in Infant Work and some ability in music and art, to join the staff of a thriving and growing Department.
Only candidates with real enthusiasm and commitment to young children, and their education need apply.
PLEASE APPLY in own hand writing with full curriculum vitae and the names & addresses of two referees to THE HEADMASTER. (13477) 205624

Other Assistants

BRISTOL

COLSTON'S PREPARATORY SCHOOL
Stapleton, Bristol BS16 1BA
170 Day Boys, 50 Boarders
Required for January 1986. Class Teacher for eight year old form. Ability to coach games advantage, and an interest in Art desirable.
Salary Burnham plus.
Please apply to the Headmaster with full c.v., and names and addresses of two referees. (06606) 205624

CAMBRIDGESHIRE

ST. FAITH'S SCHOOL
Cambridge
(IAPS, 425 boys)
Requires in January a qualified teacher to teach general subjects with the 8 - 11 yr. age group. Willingness and ability to help actively with Junior and Senior School games and out of school activities is essential. Burnham Scale and government superannuation.
Applications for the post, a full Curriculum Vitae and the names of two referees with their telephone numbers, should be sent as soon as possible to the Headmaster, St. Faith's School, Cambridge CB2 9AG. (15195) 205624

EAST COAST OF SCOTLAND

LATHALLAN SCHOOL
By Montrose, Angus DD10 9HN
Required for January 1986, teacher with firm sympathy, initiative and commitment to take a small class of 8 year olds in boarding preparatory school by the sea. Activities, games, music all welcomed.
Salary Burnham Scale.
Write with CV and names of two referees to: P.D. de Ionoh, Headmaster, Lathallan School, By Montrose, Angus. (01439) 205624

GLOUCESTER

THE KING'S SCHOOL
Independent Cathedral School (Co-educational, 4 - 18)
Required in January 1986 an enthusiastic qualified teacher for the Kindergarten Form (5 year olds) in the Junior Department (4 - 9 years). The successful applicant will work with a small team and will be required to take charge of the library, interest in craft and music desirable. Scale 1 post.
Applications with C.V. and the names of two referees to the Headmaster, The King's School, Gloucester GL1 2BG, from whom further details are available. (13471) 205624

ISLE OF WIGHT

RYDE SCHOOL

THE JUNIOR SCHOOL

I.A.P.S.

Required in January, 1986 a qualified teacher for a class of boys and girls aged 8, teaching general subjects. The post may be residential and the applicant should be prepared to help with boarding duties in the Junior School. Interest in extra activities, music, drama, Brownies would be an advantage.

Applicants should write to the Master of the Junior School, 7 Queens Road, Ryde, Isle of Wight PO33 3BE, giving C.V. and the names, addresses and telephone numbers of two referees. (13831) 205624

KENT

THE JUNIOR SCHOOL,
ST. LAWRENCE COLLEGE
(I.A.P.S.)

MIDDLE SCHOOL TEACHER

Required for January or April 1986. Resident post for applicant with special interest in 8 - 10 years age group. Among subjects to be offered should be Maths and English. Some teaching higher up also available.

An energetic and enthusiastic teacher, Christian, keen on boarding life, is sought. Ability to help in P.E./games and to help with extra curricular activities.

Salary - St. Lawrence College scale.

Applications with C.V. and names of two referees for the Headmaster, The Junior School, St. Lawrence College, Ramsgate, Kent CT11 7AE. (13837) 205624

ST. AUBYN'S (WOODFORD GREEN) SCHOOL TRUST
Requires in January or as soon as possible additional
PART-TIME QUALIFIED EXPERIENCED TEACHER
of general subjects especially Maths and English
to age group 8 - 11.
Apply to Headmaster, St. Aubyn's (Woodford Green) School Trust, Bunces Lane, Woodford Green. For further information Tel: 01 504 1577. (7368)

ROYAL RUSSELL JUNIOR SCHOOL, CROYDON
Co-educational Boarding and Day School
Required for January 1986. Experienced teacher with special responsibility for day pupils aged 4½-7 years.
Newly created post resulting from the expansion of the Junior School.
Salary on Burnham Scale including Outer London Allowance, appropriate to qualifications and experience. Possibility of accommodation.
Applications with C.V. and the names, addresses and telephone numbers of two referees to the Headmaster, Royal Russell Junior School, Coombe Lane, Croydon, Surrey CR9 5BX (7338)

Colleges of Further Education

Directors, Principals and Vice Principals

BRADFORD

SHIPLEY COLLEGE

VICE-PRINCIPAL

Applications are invited for the post of Vice-Principal from January 1986. Shipley College is a Group IV College providing non-advanced further education and is organised in three departments, Adult and Community Education, Business Studies and Secretarial and Technology. It has developed a particular role in providing for ethnic minority students.

Details and application forms are available from the Clerk to the Governors to whom they should be returned by 16 October 1985. Shipley College, Saltaire Road, Shipley BD18 3HP. Tel: Bradford (0274) 595151. (7317)

City of Bradford Metropolitan Council is an equal opportunity employer.

City of Birmingham Further Education Division
VICE PRINCIPAL
Bournville College of Further Education
Bristol Road South
Northfield
Birmingham B31 2AJ
Group 5A Salary – £17,529 (subject to review)
The vacancy arises due to the appointment of the present Vice-Principal to an advisory post with the Authority. The successful applicant will be expected to take up his/her appointment on 1 January 1986.
Further details and application forms are obtainable from:
The Chief Education Officer, Further Education Division, (Room 118), Education Office, Margaret Street, Birmingham B3 3BU. Closing date for applications Monday, 14 October 1985.
An Equal Opportunities Employer.
BIRMINGHAM CITY COUNCIL

CHESHIRE

EDUCATION COMMITTEE

MACCLESFIELD COLLEGE OF FURTHER EDUCATION
Park Lane, Macclesfield, Cheshire
(Group 5)

PRINCIPAL

The post becomes vacant from 1st January 1986 following the retirement of Miss B.K. Pantman.

Applications are invited from well qualified and experienced candidates to lead this thriving and forward looking college which is well established and has excellent relationships with the local community.

The college provides a wide range of academic and vocational courses at a variety of levels.

The Macclesfield district of Cheshire comprises the towns of Macclesfield, Poynton, Bollington, Wilmslow and Knutsford. The area is well served by a network of communications which brings Manchester, Potteries and the Peak District within easy reach.

Further details and application form are available from the District Education Officer, Chapel Lane, Wilmslow SK9 1PU. Tel: Wilmslow (0625) 527441, to whom they should be returned by Friday, 18th October 1985. (06554) 220016

All advertisements are subject to the conditions of acceptance of Times Newspapers Ltd, copies of which are available on request.

Heads of Department

BRENT

LONDON BOROUGH OF BRENT
WILLESDEN COLLEGE OF TECHNOLOGY
Dyne Road, N.W.6. Barnard, B.Sc., Ph.D., C.Chem., F.R.I.C., M.R.A.C., F.Coll. Preceptors
DEPARTMENT OF ELECTRICAL ENGINEERING
PRINCIPAL LECTURER
DEPUTY HEAD OF DEPARTMENT
Applications are invited from suitably experienced and qualified candidates for the above posts. Deputy Head of Department will have established excellent relationships with the local community.
Principal Lecturer Graded Interview 1985. The successful candidate will have appropriate degree level qualification and preferably membership of a relevant professional institution. Substantial experience in an F.E. environment will be an essential requirement.
The Deputy Head will be a team of Senior Staff (1st Principal Lecturer and Senior Lecturer grades) in assisting in the head of department in the implementation policy in a large department with a successful record of achievement in mixed multi-racial student community.
Salary: £13,095 - £16,401 per annum is payable. Equal pay and equal opportunities employer. Brent is fundamentally committed to multi-cultural education. Arrangements will be made for all interested candidates to visit the school/unit if they so wish. Please telephone for an appointment. Please note the above arrangements will be made to all shortlisted candidates prior to interview. Travelling expenses will be paid to shortlisted candidates only.
Application forms (used and further details of the post can be obtained from the Chief Administrative Officer, Willesden College of Technology, Denzil Road, London NW10 2XD. Tel: 01-451 8811).
Returnable by 18th October 1985. (01800) 220016

Derby College of Further Education
Department of Creative Arts and Communication
Head of Department
(Grade V)
Salary: £16,098-£17,877 (under review)
Applications are invited from Honours Graduates with a teaching qualification. Applicants should have experience and/or interests in the Arts, Sport and Leisure, and in the learning and training needs of Craft, Technician and Academic students.
The post is tenable from Easter, 1986.
Further details are available from the Chief Administration Officer, Derby College of Further Education, Wilmorton, Derby, DE2 8UG. Telephone (0332) 47012, to whom completed application forms should be returned to by Monday 28 October, 1985.

DERBYSHIRE COUNTY COUNCIL IS AN EQUAL OPPORTUNITY EMPLOYER.
DERBYSHIRE County Council

Education Committee
GRIMSBY COLLEGE OF TECHNOLOGY
HEADS OF SECTIONS
POST 85/1
INFORMATION TECHNOLOGY
POST 85/2
PERSONAL SERVICES & SCIENCE
POST 85/3
CONSTRUCTION
POST 85/4
CONTINUING & RECREATIONAL EDUCATION
The grade for all Heads of Section is Burnham Grade III (independent of unit totals) £13,692 - £15,282 p.a.
Applications are invited for the above posts in a newly created management structure of a Grade 7 College.
Post 85/1 The successful candidate will lead a section involved in teaching, developing and promoting the use of modern computer technology across the College.
Post 85/2 This post is that of the head of a section offering courses associated with nursing, welfare, safety, hairdressing and beauty, as well as the teaching of sciences across the College.
Post 85/3 The post-holder will be responsible for courses related to the construction industry, including all craft trades and the BTEC courses up to Higher Certificate in Building Studies.
Post 85/4 This new section deals mainly with courses relevant to the more mature student. There is ample scope for development in this area of work.
Candidates for these posts should have relevant qualifications, together with a demonstrated ability to contribute to the operation and development of a further education institution involved mainly in N.A.F.E. work.
Application forms and further details may be obtained, on receipt of a stamped addressed envelope, from the Personnel Section, Grimsby College of Technology, Nuns Corner, Grimsby, South Humberside, DN34 5BQ, to whom they must be returned by 10th October, 1985. 7332
All applicants are considered on the basis of their suitability for the job irrespective of disablement, race, creed, sex or marital status. Disabled candidates whose applications have the written support of their D.R.O. will be guaranteed an interview.
HUMBERSIDE COUNTY COUNCIL

METROPOLITAN BOROUGH OF NORTH TYNESIDE
EDUCATION COMMITTEE
NORTH TYNESIDE COLLEGE OF FURTHER EDUCATION
Embleton Avenue, Wallsend, Tyne and Wear, NE28 9NJ
VICE PRINCIPAL
(Burnham F.E. Group VI)
Applications are invited from well qualified candidates with suitable vision, energy and commitment for the Vice Principalship of this well established and thriving College from 1st January, 1986 following the promotion of the present post holder.
Application forms and further details are available on receipt of a s.a.e. from the Principal to whom they should be returned within ten days of the appearance of this advertisement.
It is the policy of this Council to provide equal employment opportunities and consideration will be given to all suitably experienced and qualified applicants regardless of disability, sex, race or marital status. (7317)
North Tyneside

South East Derbyshire College
Ilkeston and Heanor
East Midlands Regional Development Centre
(Curriculum Development in Information Technology in Further Education)
Deputy Director (Senior Lecturer Grade)
Applications are invited for the above post effective from 1st January, 1986.
The Deputy Director will assist the Director in discharging (broadly) the following duties:
(a) establishing work groups in vocational areas; identifying curriculum development needs and related staff training.
(b) developing training teams and expertise.
(c) evaluation of software packages in conjunction with County Software Centres.
(d) organizing production of specific programmes when appropriate.
Applicants should have some or all of the following:
(a) a degree in computing or a closely related discipline.
(b) a teaching qualification.
(c) vocational experience of the applications of information Technology.
(d) experience of assisting with in-service training.
(e) ability to act as a motivator and catalyst for curriculum development.
(f) good administrative experience.
(g) current driving licence.
Application forms and further information may be obtained (SAE please) from: Principal, South East Derbyshire College, Field Road, Ilkeston, Derbyshire, DE7 8RS.
Closing date for receipt of applications: 18 October 1985.
* * * * *
Derby College of Further Education
Department of Creative Arts and Communication
Head of Department
(Grade V)
Salary: £16,098-£17,877 (under review)
Applications are invited from Honours Graduates with a teaching qualification. Applicants should have experience and/or interests in the Arts, Sport and Leisure, and in the learning and training needs of Craft, Technician and Academic students.
The post is tenable from Easter, 1986.
Further details are available from the Chief Administration Officer, Derby College of Further Education, Wilmorton, Derby, DE2 8UG. Telephone (0332) 47012, to whom completed application forms should be returned to by Monday 28 October, 1985.

COLLEGES OF FURTHER EDUCATION
continued

Other Appointments

AVON COUNTY

EDUCATION SERVICE
BRUNEL TECHNICAL COLLEGE
Principal: P.J. Hawley, M.Sc.
DEPARTMENT OF SCIENCE AND MATHEMATICS
LECTURER GRADE II/III COMPUTER SCIENCE
The successful candidate will join a team teaching computer science on a range of courses including GCE 'O' & 'A' levels and the CCLI 747 Certificate in Computer Programming and Information Processing.
The Department also has permission to run a BTEC National Diploma in Computer Studies.
The ability to offer the teaching of economics or mathematics may be an advantage.
Further details and application forms (to be returned by 31 October 1985) from Personnel Office, Brunel Technical College, Ashley Down, Bristol BS7 9BU, quoting reference 85/48. (13818) 220026

BERKSHIRE

EDUCATION COMMITTEE

BRACKNELL COLLEGE

Required as soon as possible.

DEPARTMENT OF ENGINEERING AND SCIENCE

POST NO. 1 PRINCIPAL LECTURER in TECHNOLOGY. Applicants should be suitably qualified and have had teaching and administrative experience in various areas of Modern Technology.

POST NO. 2 SENIOR LECTURER in ELECTRONICS. Graduate or equivalent with teaching and industrial experience.

POST NO. 3 SENIOR LECTURER in ENGINEERING SOFTWARE. Graduate or equivalent with teaching and industrial experience.

POST NO. 4 LECTURER II in MECHANICAL and PRODUCTION ENGINEERING. Applicants should hold at least an HNC in Engineering and be able to offer a modern approach to Engineering including CNC machines.

POST NO. 5 LECTURER II in ELECTRICAL. Applicants should hold at least HNC in Electronics. Ability to offer Engineering Software as a subject would be an advantage.

POST NO. 6 LECTURER I in COMMUNICATIONS in INDUSTRY. Applicants should be a Graduate or equivalent and have had some experience in teaching and in the Engineering industry.

Salary in accordance with Burnham Further Education Scale plus London Fringe Allowances. Assistance with housing and removal expenses may be given.

Further particulars and application forms, which should be returned within 10 days of the appearance of this advertisement from the Principal, Bracknell College, Church Road, Bracknell, Berks. RG12 1DJ. Tel: 0344 460921.

An equal opportunity employer. (13788) 220026

BIRMINGHAM
CITY COUNCIL

An equal opportunities employer

EDUCATION DEPARTMENT

BOURNVILLE COLLEGE OF FURTHER EDUCATION
Bristol Road South,
Birmingham B31 2AJ

LECTURER I: COMPUTER STUDIES

Salary - £5,910-£10,512

Required 1st January 1986 or sooner. A suitably qualified person to teach on a range of courses within the Computer Studies Division and to assist in course and curriculum development.

Details and application forms available from the Principal at the above address or Tel: 021-476 8811. (01085) 220026

BARNET

LONDON BOROUGH OF BARNET
HENDON COLLEGE OF FURTHER EDUCATION
DEPARTMENT OF ADULT AND COMMUNITY STUDIES
Required for January 1986.
Lecturer II Organiser for non-vocational adult education classes for disabled handicapped or elderly people.
For further details and application form please write to the Principal's Secretary at Hendon College of Further Education, Williams Building, The Burroughs, Hendon, London NW4 4BT. (Please enclose a large s.a.e.).
Closing date:- Friday, 18 October, 1985. (13694) 220026

BERKSHIRE

LANGLEY COLLEGE OF FURTHER EDUCATION

LECTURER IN ACCOUNTING

Applications are invited for the above post commencing on 1st January 1986.

Applicants should possess a degree and/or professional qualification and should be able to teach Accounting on a wide range of courses up to and including GCE 'A' Level, B/TEC General and National levels, Banker's Conversion and Association of Account Technicians. The willingness to offer an additional subject area would be an advantage.

Applicants should preferably have a teaching qualification and/or some business experience, but those without either will be considered. Relevant teaching experience would be advantageous but is not essential.

Salary Scale: £6,168 - £11,076 (under review).

Berkshire has a scheme for assisting with removal expenses.

The County Council is an equal opportunity employer.

Further information and application forms from: The Registrar, Langley College of Further Education, Station Road, Langley, Slough SL3 8BY. Please enclose a stamped, addressed, foolscap envelope.

Closing date: Tuesday 22nd October, 1985. (01945) 220026

Lancashire County Council
An Equal Opportunities Employer.
LANCASHIRE & MORECAMBE COLLEGE OF FURTHER EDUCATION MORECAMBE ROAD, LANCASTER.
As soon as possible
SENIOR LECTURER – CATERING SECTION.
Scale: £11,175 – £14,061 p.s.
Forms/further details from/to The Principal at the College. SAE please.

THE NAUTICAL COLLEGE, BROADWATER, FLEETWOOD.
As soon as possible
SENIOR LECTURER:
DEPARTMENT OF MARINE ELECTRONICS
Scale: £11,175 – £13,128 (Bar – £14,061)
Applicants should have appropriate academic and professional qualifications and considerable experience in Marine Electronics.
Forms/further details from/to The Principal at the College. SAE please.

RUNSHAW TERTIARY COLLEGE, LANGDALE ROAD, LEYLAND.
1st January, 1986.
DEPUTY HEAD OF DEPARTMENT. SCIENCE & TECHNOLOGY.
Scale: Lecturer in Technology £11,175 – £13,128 (Under review).
To act as one of two Deputy Heads of this new Department, and to lead and develop BTEC courses in Electrical/Electronic Engineering, related G.C.E. work and courses for industry.
Forms/further details from/to The Principal at the College. SAE please.
Closing date FOR ALL THE ABOVE POSTS: 17th October, 1985. (7301)

LECTURER I/II TRAVEL AND TOURISM
Required from January 1986, an enthusiastic person with experience in one or more sectors of the industry, to plan a leading role in a developing Travel and Tourism section. The ability to offer a range of specialist travel subjects is important, as is a willingness to work with both full and part-time students of all ages. Efficient administrative skills and teaching experience preferred. Previous applicants will be considered.
Salary in the range £7,548 – £12,099 (under review).
For further details, send SAE to the Principal, Henley College, Bell Green, Coventry CV2 1ED. Tel: (0203) 611021.
Closing date: 18th October 1985
An Equal Opportunity Employer (7342)
HENLEY COLLEGE
Bell Green Coventry

EDUCATION DEPARTMENT
Handsworth Technical College
The Council House
Soho Road
Birmingham B21 9DP
Tel: 021-551 6031
ASSISTANT PRINCIPAL (MARKETING AND DEVELOPMENT) – for 1 January 1986
Salary – Burnham Head of Department – Grade V – £16,098 – £17,877
Applications are invited from candidates with significant management experience in Business Studies for one of 3 posts of Assistant Principal. The successful applicant will have a college-wide responsibility for Marketing and Development as well as being appointed to co-ordinate and oversee the work of the Department of Business Studies and Clothing Trades. The College has a first class and longstanding reputation in the fields of Business Studies and Clothing Trades and the appointee will be required to build on and foster this reputation.
PRINCIPAL LECTURER – in the Department of Business Studies and Clothing Trades
Salary – £13,095–£14,580
Applicants should have significant management experience in Business Studies or Clothing Trades within a further education or training environment. The successful applicant will take major responsibility for the day-to-day administration of a large Grade V Department. Working to an Assistant Principal he/she will co-ordinate the work of 4 major sections and be in overall control of the department timetable.
Application forms and particulars of both posts, plus a description of the College's developing organisational structure may be obtained from the Principal at the above address. Closing date for applications – *Friday, 18th October 1985.*
Re-Advertisement
Previous applicants will be considered.
AN EQUAL OPPORTUNITIES EMPLOYER (7301)
BIRMINGHAM CITY COUNCIL

HIGHLANDS COLLEGE
ST. SAVIOUR, JERSEY, C.I.
This College of FURTHER EDUCATION offers a TWO YEAR CONTRACT, finishing December 1987, to a qualified and currently experienced
DISTRICT NURSE
to plan and undertake the training of District Nurses for both Jersey and Guernsey, as from 1st January 1986 or as near as possible thereafter. The appointment will be made at F.E. Senior Lecturer grade, point 4. (presently £13,836 and under review).
Further details and application forms are obtainable from the Principal, Highlands College, P.O. Box 142, St. Saviour, Jersey Channel Islands.
Closing date for receipt of completed applications is 18th October 1985. (7307)

Strathclyde Department of Education

Further Education

Applications are invited for the undernoted post. All candidates should have relevant industrial or commercial experience where appropriate.
Teacher training would be an advantage but training can be given on an in-service basis.

SENIOR LECTURER/ LECTURER

AYR COLLEGE, Dam Park, Ayr.

CATERING – FOOD PRODUCTION. Senior Lecturer II. Candidates must possess M.H.C.I.M.A., H.N.D. appropriate C.G.L.I. Certificates, or equivalent qualifications, together with substantial teaching experience in Food Production. Previous experience in a promoted post in Further Education is essential.

BELL COLLEGE OF TECHNOLOGY, Almada Street, Hamilton ML3 OJB

BUSINESS SYSTEMS. Lecturer 'A'. Applicants must have a relevant Honours degree. The post involves teaching Business Systems and Systems Analysis or Information Technology.

SALARIES
Senior Lecturer II £11,424–£13,416
Lecturer A £9,123–£13,416 (Bar) £14,403.

Placing on the salary scale will be given for relevant experience. Forms of application and further particulars can be obtained from the Principal of the college concerned to whom completed applications should be returned not later than 18th October, 1985.

EDWARD MILLER
Director of Education
(7308)

CROYDON COLLEGE

FACULTY OF BUSINESS AND PROFESSIONAL STUDIES

Applications are invited for the following posts commencing 1 January 1986:–

Lecturer I in Hotel, Catering & Bakery Studies
(2 Posts)

To teach food preparation and related theoretical aspects to students following B/TEC Diploma, City & Guilds 705, 708/1, 708/2 and 711.

Applicants should possess appropriate qualifications and have relevant industrial experience.

The salary for these posts will be in accordance with the current Burnham Further Education Award and is at present:
LECTURER I — £9,588 - £11,190 p.a.
(including the London Weighting Allowance)

Further details and application forms may be obtained from the Assistant Principal (Personnel), Croydon College, Fairfield, Croydon CR9 1DX. A self-addressed envelope would be much appreciated. Completed application forms should be returned within fourteen days of the appearance of this advertisement. (7018)

HAMPSHIRE

ALTON COLLEGE

Senior Lecturer/ Deputy Head of Department:
(from January 1986)

Applications invited from well qualified and experienced teachers of BUSINESS STUDIES, to act as Deputy to the Head of Department of Social and Business Studies (Grade IV). Special responsibility for the development of NEW CURRICULUM INITIATIVES in part time/full cost work and/or in CPVE. Alton is a purpose built tertiary college with 900 full time students.

Further details (SAE) from: The Principal, Alton College, Old Odiham Road, Alton, Hampshire GU34 2LX. Closing date: 15th October, 1986. (7280)

COLLEGES OF FURTHER EDUCATION
continued

BRENT
LONDON BOROUGH OF BRENT
KILBURN POLYTECHNIC
Priory Park Road, London NW6 1YB
DEPARTMENT OF FASHION, FOOD & COMMUNITY STUDIES
TEMPORARY UNESTABLISHED LECTURER I IN CATERING SUBJECTS
(Post No 85/31)
Required as soon as possible until 31st August 1986.
The ability to teach craft subjects to C & G 706/1 and 2 level to full and part time students is required together with industrial experience.
Salary: £9,910 to £10,512 Plus London Allowance of £1,038.
Brent is an equal opportunities employer.
Brent is fundamentally committed to Multi-Cultural Education.
Further particulars and applications, returnable within 14 days of this advertisement, may be obtained from the Principal on receipt of a S.A.E. (13693) 220026

BROMLEY
BROMLEY COLLEGE OF TECHNOLOGY
Rookery Lane, Bromley, Kent BR2 8HE
Tel: 01-462 6331

DEPARTMENT OF BUSINESS & PROFESSIONAL STUDIES

Applications are invited for the following posts:

Lecturer I in Information Processing with the ability to teach basic accounting.

Lecturer I in Business Studies able to teach communications and organisation in the environment and/or business administration on BTEC National courses.

Salary (inclusive of London Weighting) £6,588 - £11,190 (under review).

For application forms and further details please contact the Principal's Secretary. Closing date: Tuesday 15th October 1985. (18157) 220026

BUCKINGHAMSHIRE COUNTY COUNCIL– EDUCATION DEPARTMENT
AYLESBURY COLLEGE, Oxford Road, Aylesbury HP21 8PD
DEPARTMENT OF GENERAL STUDIES
Lecturer I in English and communications.
Applications are invited from teacher training graduates for the above post. Preference will be given to candidates with experience of teaching English as a foreign language.
DEPARTMENT OF SCIENCE AND TECHNOLOGY
Lecturer I in computer studies/ mathematics
Applicants for this post should have graduate or professional qualifications and must be willing to teach computing to a variety of courses including GCSE and 'A' level courses, B/tec and computer studies courses.
Under four posts to commence 1 January, 1986.
Salary scale: Lecturer I £6,810–£10,512.
Assistance with removals and other expenses will be provided in approved cases.
Application forms and further particulars for the above posts may be obtained from the Vice Principal (S&A) to whom completed forms should be returned within 14 days of the appearance of this advertisement. A018171

CHESHIRE
SOUTH CHESHIRE COLLEGE
LECTURER I IN COMPUTING
Particulars and application form may be obtained from Mrs. Dana Bank Avenue, Crewe CW2 8AA. Tel: 0270 69134. (01992) 220026

CAMBRIDGESHIRE
COUNTY COUNCIL
(Equal opportunities employer)
HUNTINGDON TECHNICAL COLLEGE
California Road, Huntingdon PE18 7BL

Applications are invited for the post of LECTURER GRADE 2 BUSINESS AND MANAGEMENT STUDIES
To undertake a major role in the development of BEC, CPVE and the new B/TEC National schemes.

Work with Management level courses available for suitable applicants.

LECTURER GRADE 1 SECRETARIAL SKILLS
Including word-processing and information Technology to a wide range of full-time and part-time courses.

CLOSING DATE FOR ALL VACANCIES: 18th OCTOBER 1985

Application forms and further details may be obtained from the Principal at the above address on receipt of a large stamped addressed envelope, to whom they should be returned as soon as possible and no later than 18 October 1985. (01004) 220026

CALDERDALE
METROPOLITAN BOROUGH COUNCIL
EDUCATION DEPARTMENT
PERCIVAL WHITLEY COLLEGE OF FURTHER EDUCATION
Francis Street, Halifax HX1 3UZ
Tel: 58921
STAFF VACANCIES
LII MOTOR VEHICLE SUBJECTS
POST NO. 45
To teach craft students and to lead the Motor Vehicle Section. Post available 1 January 1986.
LI ELECTRONICS
POST NO. 46
To teach craft and technician students and to trainees on WOMEN in ELECTRONICS, a European Social Funded course. Post available as soon as possible.
LII MODERN LANGUAGES AND COMMUNICATIONS
POST NO. 47
To lead the Modern Languages Section and to teach romance languages and communications. Post available 1 January 1986.
Application forms and further details (send SAE) from Principal, Percival Whitley College of Further Education, Francis Street, Halifax HX1 3UZ. Closing date 18 October 1985 for Posts 45 and 47. Closing date 14 October for Post 46. (18173). 220026

CUMBRIA
COUNTY COUNCIL
BARROW IN FURNESS COLLEGE OF FURTHER EDUCATION
Vacancy: Barrow in Furness, Cumbria
Ref: (0589) 26013
DEPARTMENT OF CONSTRUCTION
LECTURER GRADE I IN PAINTING & DECORATING
Required a.s.a.p., a LECTURER GRADE I in the Department of Construction to teach Painting and Decoration theory and practice to students on the City and Guilds 595 and other courses including YTS and CITB. Candidates should have suitable industrial and practical experience and have relevant qualifications. The possession of a teacher training qualification would be an added advantage.
Salary Scale £5,910 - £10,512 (Pay Award Pending).
Further particulars and application forms are available from the Principal to whom they should be returned no later than 18 October 1985. S.A.E. please). (01805) 220026

CYNGOR SIR GWYNEDD COUNTY COUNCIL
COLEG TECHNEGOL GWYNEDD, BANGOR

Yn dilyn ardrio mis Ionawr 1986:
1. DARLITHYDD GRADDFA II mewn ASTUDIAETHAU BUSNES (ymarferoldeb a chyfeiriadau arbennig. Bydd yr deiliad/deiliad mewn Marchnata yn ffafriol)
2. DARLITHYDD GRADDFA II mewn GWYDDOR DEFNYDDIAU A GWYDDOR PEIRIANNEG FECANYDDOL.
3. DARLITHYDD GRADDFA II mewn ELECTRONEG A CHYFATHREBU.
4. DARLITHYDD GRADDFA I mewn ADDYSG (Addysgu ar gyfer Swyddi Bydd/Athrawon Cynradd/Uwchradd)
5. DARLITHYDD GRADDFA I mewn ASTUDIAETHAU BUSNES (ymarferoldeb ag Economeg yn arbennig, Rhodda blaenswaith ymgynghorol/ddysgeidiaeth)

Cyflog yn unol a Graddfeydd Addysg Bellach Burnham:
Darlithydd Gradd/e II – £7,648 – £12,099 (yn cael ei adolygu)
Darlithydd Gradd/e I – £9,910 – £10,512 (yn cael ei adolygu)
Ffurflenni cais a manylion pellach ddill wrth y Prifathro, Coleg Technegol Gwynedd, Ffordd Ffriddoedd, Bangor (Tel: Bangor 364186)
Dyddiad cau – 18 Hydref, 1985
Required for January, 1986:
1. LECTURER GRADE II in BUSINESS STUDIES with special reference to Accounting. An interest in Marketing would be an advantage
2. LECTURER GRADE II in MATERIALS SCIENCE AND MECHANICAL ENGINEERING SCIENCE.
3. LECTURER GRADE II in ELECTRONICS AND COMMUNICATIONS.
4. LECTURER GRADE I in EDUCATION to teach on the N.N.E.B. English medium course.
5. LECTURER GRADE I in BUSINESS STUDIES with particular reference to Economics

Preference will be given to bilingual applicants.
Salary in accordance with Burnham F.E. Scales:-
Lecturer Grade II – £7,648 – £12,099 (under review)
Lecturer Grade I – £9,910 – £10,512 (under review)
Application forms and further particulars from the Principal, Gwynedd Technical College, Ffriddoedd Road, Bangor.
(Tel: Bangor 364186).
Closing date – 18th October, 1985 (7240)

bct
Brighton College of Technology

FACULTY OF ENGINEERING
Electrical Engineering Department

The College has been nationally funded for Technician and Technician Engineer courses in Software Engineering which lead to awards ranging from BTEC National Certificate to BTEC Higher National Diploma, complemented by especially developed and EITB approved industrial training.

The courses are designed to meet the urgent needs of industry for HND personnel who can develop and maintain software using modern techniques, languages and tools. The programming languages used in the courses include Assembler, Pascal, C, Coral RIL2 and Ada with emphasis on the design and testing of structured software.

Senior Lecturer (Post 589)
£11,175 – £13,128*
To undertake a significant role in the implementation and development of the above and other related courses.

Lecturers Grade I (Post 558)
up to £10,512*
To teach a range of programming or associated hardware topics on the above and other related courses.
*Salaries currently under review

Applicants should be suitably qualified and have relevant experience in the use of two or more of the above languages. A knowledge of interface hardware is expected for Post 589.

Relocation grants in approved cases.

Application forms and further details are available from the Principal, Brighton College of Technology, Pelham Street, Brighton BN1 4FA. (Tel. (0273) 696671, ext. 204). To be returned by October 18. (7291)

Kent County Council Education Committee

Mid-Kent College of Higher and Further Education

DEPARTMENT OF MECHANICAL AND PRODUCTION ENGINEERING

Senior Lecturers
2 Posts. Salary scale: £11,175 - £14,061

Two graduates are required from 1 January 1986 to join an enthusiastic team responsible for the implementation of new and major initiatives within this Department that has established regional status in computer aided engineering and open access learning for adult updating and retraining.

Candidates will be required to make a positive contribution to normal teaching programmes and become actively involved in the exciting new developments currently taking place.

Further details and application form available from the Principal, Mid-Kent College of Higher & Further Education, Horsted, Maidstone Road, Chatham, Kent to whom completed applications should be returned by 18 October 1985.

Somerset County Council

YEOVIL COLLEGE, YEOVIL (Tertiary College)

For January 1986:

1. **Lecturer Grade I in Business Studies.**
The successful candidate will be expected to teach Accounting up to BTEC National level and must be able to offer other related business studies subjects.
2. **Lecturer Grade II in Physics**
To teach Physics up to 'o' and 'A' level, and Electronics to 'O' level. An active interest in the development of computer use within the Sciences would be of advantage.

Salary will be in accordance with Burham F.E. Report for Lecturers grade I and II (under active review).

Application forms and further details (SAE please) from the Director of Resources, Yeovil College, Ilchester Road, Yeovil, BA21 3BA. Telephone (0935) 23921. Closing date 14 October 1985.

Required for 1 January 1986: LECTURER II IN BUSINESS STUDIES (ACCOUNTING)
The successful candidate will be expected to teach Accounting and preferably one other business subject on BTEC and other related courses in the College and to act as Co-ordinator for the BTEC National Course. Teaching experience on the BTEC National Business Studies Course will be essential.

LECTURER II IN COMPUTER STUDIES
An experienced graduate or equivalent is required to teach on BTEC National, City & Guilds and RSA Computing Courses and to organise the Computer Section.
Familiarity with the requirements of small business systems will be a distinct advantage as will knowledge of COBOL and/or PASCAL.
Salary: £7,648 – £12,099 (under review) plus London Fringe Allowance.
Application forms and further details are available from the Principal – candidates are advised to telephone the Principal's Secretary immediately. Completed forms should be returned by 16 October. (7380)

EAST HERTS COLLEGE
TURNFORD, BROXBOURNE
Tel. Hoddesdon 466451

COLLEGES OF FURTHER EDUCATION
continued

CLEVELAND
KIRBY COLLEGE OF FURTHER EDUCATION
Roman Road, Middlesbrough, Cleveland
Tel: (0642) 813705
DEPARTMENT OF FOOD AND FASHION
SENIOR LECTURER IN GENERAL AND RELATED STUDIES

Applications are invited for the above post from candidates who should hold a graduate or equivalent qualification and be qualified teachers with substantial experience in teaching and industry.

The post involves responsibility for the co-ordination and management of a division of the Department, careers and admissions procedures, work in connection with YTS/MSC initiatives and the development of an extensive programme of short full-cost courses and seminars for industry.

Salary: £11,175 to £13,128 (under review).

Application forms and Further Particulars for this post may be obtained from the Principal of the College, to whom completed application forms should be returned within 14 days of the appearance of this advertisement. (01113) 220026

DORSET
WEYMOUTH COLLEGE
LECTURER (GRADE I)
See main advert under Special Education Scale 1. (01689) 220026

DORSET
WEYMOUTH COLLEGE
LECTURER I (Grade I)
See main advert under Sixth Form Colleges Scale 3. (01632) 220026

EALING
LONDON BOROUGH
SOUTHALL COLLEGE OF TECHNOLOGY
Beaconsfield Road, Southall, Middlesex UB1 1DP
Tel: 01-574 3448
DEPARTMENT OF BUSINESS, GENERAL & COMMUNITY EDUCATION
BUSINESS & SECRETARIAL STUDIES
LECTURER II
Salary: Lecturer Grade II £7,648 - £12,099 + £1,038 London Weighting p.a. (under review)

LECTURER II required from 1st January 1986 (or as soon as possible) to teach mainly Secretarial and associated subjects upto BTEC. National level. The person appointed will be responsible for the development of courses and specialist rooms and equipment in this subject area.

LECTURER I
Salary: Lecturer Grade I £5,910 - £10,512 + £1,038 London Weighting p.a. (under review).

LECTURER I required from 1st January 1986 to join an expanding Business Studies Division. Applicants should have relevant Business and Industrial experience and be able to teach two or more of the following subjects: Keyboarding, Computer Applications, Typing, Word Processing, Office Practice, Bookkeeping and Accounts, Business Organisation, Retailing and Distribution.

LECTURER I
Salary: Lecturer Grade I £5,910 - £10,512 + £1,038 London Weighting p.a. (under review).
The details of this post correspond to those given above but applicants for this post must be currently on the unemployed register or not in permanent employment.

Application forms and further details can be obtained from The Registrar, Room 21A at the above address. Forms should be returned within 14 days of the appearance of this advertisement. (01782) 220026

EAST SUSSEX
LEWES TECHNICAL COLLEGE
LECTURER GRADE II IN Computing/Information Technology in the Department of Business Education

To join an expanding team and undertake a wide range of teaching including YTS, GCE 'A' level and BTEC National computing modules. The successful applicant will also be required to assist the Senior Lecturer in the administration of the section.

Further details and application form from The Principal, Lewes Technical College, Mountfield Road, Lewes, East Sussex BN7 2XH (0273 476314).

Closing date 14th October 1985. (7291)

BARNFIELD COLLEGE
New Bedford Road, Luton, LU3 2AX
Telephone (0582) 507531
SCHOOL OF HUMANITIES AND BUSINESS STUDIES

APPOINTMENT OF TUTOR (LECTURER GRADE II) IN ADULT EDUCATION

Applications are invited from suitably qualified and experienced persons for the above mentioned post to commence 1st January 1986.

The person appointed will be responsible for the administration and development of the College's varied programme of Adult Education courses. The College works closely with other centres in the area and is currently the base for the training of part-time tutors to stage 2 level. The post is based within the school of Humanities and Business Studies and the person appointed will be required to make a contribution to its full and part time courses.

Salary Scale: Lecturer II: £7,648 - £12,099 (award pending)

Application form and further details are available from the Chief Administrative Officer at the College. Completed application forms should be returned to the Principal by Thursday 17th October 1985. (7364)

Barnfield College

GLOUCESTERSHIRE
GLOUCESTERSHIRE COLLEGE OF ARTS AND TECHNOLOGY
Engineering and Construction Studies
Post No: 9978088
BRUNSWICK CAMPUS GLOUCESTER
Post No: 9978066
PARK CAMPUS CHELTENHAM
Post NO: 9978088
SENIOR LECTURER IN BUILDING/ CONSTRUCTION STUDIES

The person appointed will be expected to teach to B/TEC Certificate level and to co-ordinate and develop B/TEC Certificate Courses in Building and Civil Engineering. Experience in teaching and administration of BTEC courses essential.

Salary: £11,175 £13,128 (Award pending).

Post No: 9978066
LECTURER II in BUILDING/ CONSTRUCTION STUDIES

Successful candidate will be expected to teach Surveying and Levelling and Building Technology up to and including B/TEC Higher Certificate and Higher Diploma level.

Salary: £7,648 - £12,099 (Award pending).

Further information and application forms from: Administrative Officer (Staffing), Gloucestershire College of Arts and Technology, Cheltenham Campus, Princess Elizabeth Way, Cheltenham GL52 7SW. S.A.E. Please. Previous applicants will be considered. (01167) 220026

KENT COUNTY COUNCIL Education Committee

Mid-Kent College of Higher and Further Education

DEPARTMENT OF LANGUAGE AND GENERAL EDUCATION

Lecturer Grade II in Communications and English

A Lecturer in Communications and English is required from 1 January 1986 to be responsible for Communications teaching which includes servicing to Business and Secretarial courses as well as 'A' level Communications and 'O' level film and media studies.

Salary scale: £7,648 – £12,099

Application form and further details available from the Principal, Mid-Kent College of Higher and Further Education, Horsted, Maidstone Road, Chatham Kent (Tel: 0634-41001) to whom completed applications should be returned by Friday 18 October 1986. (7388)

ilea colleges INNER LONDON EDUCATION AUTHORITY

Applications are invited for the following posts. Salary scales in accordance with the Burnham (FE) award: LECTURER GRADE I (and part-time pro rata). On a incremental scale within the range of £6,810-£10,512 starting point depending on qualifications, training and experience. LECTURER GRADE II £7,648-£12,099. SENIOR LECTURER £11,175-£13,128. HEAD OF DEPARTMENT GRADE IV £14,799-£15,678. Subject to formal approval. For all posts, unless otherwise stated, there is an Inner London Allowance of £1,038. All posts which are graded Lecturer I as Principal Lecturer are considered suitable for job share. Applications for job share appointments will only be considered if submitted on a paired basis. A register of potential Job Sharers is maintained by Ms. R. Brookman EO/FHE/EO. CPPS. Room 285F, The County Hall, London SE1 7PB. LEA is an equal opportunities employer.

Department of Sciences and Mathematics
Post Ref: DSM/1-86
LECTURER GRADE I IN MATHEMATICS
Required for January 1986 to teach across the range of GCE 'O' and 'A' level courses, BTEC Technician Studies, Foundation and CPVE courses. Applicants should have an appropriate University degree in Mathematics and preference will be given to candidates who are graduate trained. Closing date 16 October 1986.
Application forms and further details for all the above posts obtainable from the principal's Secretary. Please quote reference number and enclose s.a.e.

SOUTH WEST LONDON COLLEGE
Secretarial and General Education Department
LECTURER II
Required as soon as possible to teach a range of general business subjects, including communications, bookkeeping and accounts at levels to include an 'O' and 'A' Level course. In addition the successful candidate will be required to supervise, assess and monitor the performance of students on 'A' level courses, and where appropriate, write references for such students.
The person appointed should be a graduate and teacher-trained. They should be able to respond flexibly to the Department's changing role in education. They will be expected to work over 10 sessions, two of which could be in the evenings. Re-advertisement. (Ref. T.322)

LECTURER I/II
SECRETARIAL SUBJECTS
Required as soon as possible. Preferably a graduate and teacher-trained, the applicant should be able to offer to teach a range of secretarial including Audio-Typing subjects, as well as to contribute to the teaching of the BTEC General Modules.
Courses run in the Department include a variety of full-time (school-leaver and adult), short courses and school-links. The successful candidate should be able to teach at a variety of different levels and to different age groups.
The person appointed will be expected to work over 10 sessions, two of which could be in the evenings. Re-advertisement. (Ref. T.320)

LECTURER I
Required as soon as possible to teach Retail Distribution to BTEC General and RSA Vocational Preparation Courses and Business subjects such as Commerce, Law, Social & Life Skills and Communications.
The Department offers a range of full-time vocational and pre-vocational courses as well as MSC sponsored courses and school-links.
The person appointed should be preferably a graduate and teacher-trained. They should be flexible enough to respond to the Department's changing educational role. They will be expected to work over ten sessions, two of which could be in the evenings. Re-advertisement. (Ref. T.321)
Further details and forms of application returnable within 14 days from Deputy Administrative Officer, South West London College, Tooting Broadway, SW17 0TO.

VAUXHALL COLLEGE OF BUILDING AND FURTHER EDUCATION
Belmore Street, Wansworth Road SW8 2JY
Tel: 01-622 4611
Department of Building Crafts
LECTURER I
CARPENTRY AND JOINERY
Applications are invited from suitably qualified and experienced carpenters and joiners to teach at all levels from craft to advanced craft certificate.
Application forms and further details may be obtained from the General Office (extensions 735/7730). Completed application forms must be returned by the latest date 18 October, 1985.

LECTURER I IN COMMERCIAL COMPUTER APPLICATIONS
Required to teach on a wide range of courses across the college. Experience of IBM PC software is essential and experience of IBM System 36 would be an added advantage.
Preference will be given to candidates with relevant industrial experience and who can demonstrate a commitment to open learning and computer based learning.
Salary (under review): currently up to a maximum £10512 per annum.
Application forms and further particulars are available from Miss C P Cambell. Telephone Coventry (0203) 57221 Ext 270, to be returned by Friday 18th October 1985. 7391

Coventry Technical College
Butts, Coventry CV1 Tel 0203 57221

EDUCATION DEPARTMENT
COMMUNITY EDUCATION DEVELOPMENT UNIT
POST 1
CO-ORDINATOR OF THE UNIT
Head of Department II
£12,522 - £14,115 (Pay Award Pending)

POST 2
DEVELOPMENT OFFICER'
Senior Lecturer
(£11,175 - £14,061 (Pay Award Pending)

Required from 1 January 1986

The Community Education Development Unit will be the central training and staff development body for Community Education in Manchester.

Liaison with the non-statutory sector will be a priority. Applicants will have substantial field-work and training experience in adult and community education and/or youth work. Managerial experience for the post of Co-ordinator is essential.

For further information and details contact:
The Staffing Section, Continuing Education Branch (C/INT), Education Office, Crown Square, Manchester M60 3BB. Tel: 061 234 7084.

Closing date for applications: 16 October 1985

CENTRAL MANCHESTER COLLEGE

LOCATION COURSE TUTOR (3 posts)
Temp LGCT Grade I.

Salary Scale £5,910 - £10,512 (Pay Award Pending)
Required as soon as possible until 31st August 1986

Three lecturers are required to be responsible for the day to day running of residential courses throughout Great Britain. Experience of development training is necessary and a knowledge of Computer Literacy would be an advantage.

Application forms and further details for the above posts are obtainable from the Personnel Section, Central Manchester College, Openshaw Centre, Whitworth Street, Openshaw, Manchester M11 2WH. Telephone: 061 223 3282, ext 458.

7331

MANCHESTER City Council
Defending Jobs - Improving Services

Manchester City Council is an Equal Opportunity Employer, and we positively welcome applications from men or women, regardless of their race, colour or national origin, disability, age up to 65, sexuality or responsibilities for dependants.

THE WELLINGBOROUGH COLLEGE

LECTURER 1

Certificate of Pre-Vocational Education Core Studies

General and Communication Studies

A qualified teacher is required initially for one year to work as a member of the College CPVE team.

Experience and enthusiasm for assignment based learning and commitment to the development of pre-vocational education are important qualifications.

Applications from The Registrar, The Wellingborough College, Church Street, Wellingborough, Northants.
Tel. No. 224165.

(7359)

CORNWALL COLLEGE OF FURTHER AND HIGHER EDUCATION, REDRUTH TR15 3RD

THE POST

LECTURER I IN ELECTRICAL AND ELECTRONIC ENGINEERING

The successful candidate will be expected to assist in as wide a range of subjects covered by the Craft and Technician Certificate Courses both of a theoretical and practical nature.
There will be some course co-ordination and/or general school administrative duties.
Applicants should be well qualified to a minimum of Higher National Certificate or equivalent.
Salary Scale
£5,910 - £10,512 (under review)
Further details of the above vacancy may be obtained by sending a stamped addressed envelope (telephone calls will not be accepted) to the principal to whom all completed application forms should be returned within two weeks of the appearance of this advertisement. (7242)

Cornwall

COLLEGES OF FURTHER EDUCATION
continued

EAST SUSSEX

LEWES TECHNICAL COLLEGE
ENGINEERING SCIENCE & CONSTRUCTION DEPARTMENT

LECTURER I

BRICKWORK

to teach up to advanced craft level.

LECTURER I

GENERAL BUILDING TRADES

to teach a variety of skills on several courses preferably including brickwork, roof and timb. carpentry and joinery.

Further details and application form from The Principal, Lewes Technical College, Mountfield Road, Lewes 476121.

Closing date: October 16th. (019421) 220026

HEREFORD AND WORCESTER COUNTY COUNCIL

HEREFORDSHIRE TECHNICAL COLLEGE

The following posts are available from 1 January 1985.

1. SENIOR LECTURER IN ADULT TRAINING

This key post will primarily involve responsibilities associated with the co-ordination and promotion of Pickup/Adult Training initiatives within the College. Applicants should have a successful record of professional experience in one of the vocational areas served by the College, (e.g. Business Studies/Catering and Tourism/Caring Studies/Computing/Construction/Electronics/Engineering/Industrial Management). A keen appreciation of the application of modern technology in Industry/Commerce would be a distinct advantage.

The current Senior Lecturer salary scale is £11,175 to £14,061, with a bar point at £12,198, (i.e. subject to review).

DEPARTMENT OF COMMERCE AND GENERAL EDUCATION

2. LECTURER I IN SECRETARIAL STUDIES

Two posts are available in this field, including one that requires expertise appropriate to the training of Medical Secretaries. All applicants should have an appreciation of Modern Office Technology.

The salary scale associated with the Lecturer I posts extends up to £10,512, (i.e. subject to review).

DEPARTMENT OF CATERING AND INSTITUTIONAL MANAGEMENT

3. LECTURER II IN CATERING/INSTITUTIONAL MANAGEMENT

This key post is now available in a thriving and expanding department that offers an extensive range of courses in Catering and related fields at RSA/C&G, National Diploma, BC(MA), CGLI craft, YTS, TVEI and post-experience levels. Expertise in Accommodation Management, Accounts and/or Marketing is required.

Salary scale rising to £12,099, (i.e. subject to review).

Further details are available from the Principal Hereford/Worcester Technical College, Folly Lane, Hereford HR1 1LS. (Tel: Hereford (0432) 265131, Ext. 201). Please enclose stamped addressed envelope. Completed application forms should be submitted within TEN days of the appearance of this advertisement.

WORCESTER TECHNICAL COLLEGE

DEPARTMENT OF GENERAL STUDIES AND ART

Applications are invited from qualified and experienced persons for the following post:-

LECTURER GRADE I - GENERAL AND COMMUNICATION STUDIES

To teach BTEC, Craft, CPVE and YTS Courses.

Applicants must be professionally qualified and preferably have commercial or industrial experience.

Salary: Lecturer Grade I £8,910 - £10,512 (Points on scale dependent on qualifications and experience).

Further details and an application form can be obtained from The Principal, Worcester Technical College, Deansway, Worcester, WR1 2JF, upon receipt of a stamped addressed envelope. (Quote reference GSA/TEC/1). (011585) 350026

ENFIELD
LONDON BOROUGH OF ENFIELD
Education Department
ENFIELD COLLEGE
Ref EC758
LECTURER I - LIFE AND SOCIAL SKILLS (SPECIAL NEEDS)

Applications are invited from persons experienced in the education of young people with are making the transition from school to adulthood, particularly those who have Special Educational Needs.

Appointment from 1 January 1986.

Salary Scale (including London Allowances) - LECTURER GRADE I: £8,358 - £10,512

The initial placing on this scale depends on qualifications and experience.

Application forms and further particulars (SAE) from The Principal, Enfield College, Montpelier Grove, Edmonton N18 2LT. Tel: 01-803 7311).

Completed application forms are to be returned to the Principal by Friday 18 October 1985.

An Equal Opportunity Employer. (13695) 220026

ESSEX
BASILDON COLLEGE OF FURTHER EDUCATION
Nethermayne, Basildon
(Tel: 2829R1)

Required from January 1986.
DEPARTMENT OF ENGINEERING.

LECTURER II in ELECTRONICS to teach up to Higher Certificate level in the areas of: Microelectronics, Digital Electronics and Communications or Electronics.

Candidates should be graduates or Chartered Engineers with industrial experience. Teaching experience essential.

Rented accommodation may be available from the Basildon Development Corporation.

Salary Scales: (under review): £7,548 - £10,098 plus outer fringe £238.

Application form to be returned by 18th October, and further details from the Principal. (01879) 220026

HERTFORDSHIRE
WATFORD COLLEGE
COMPUTER SERVICES UNIT
SENIOR LECTURER in COMPUTER STUDIES required 1st January 1986 to join a small team providing a support service to the College.

A wide range of courses is offered by the College which would allow the postholder to develop specialisms interests in a variety of application areas. Candidates should have relevant degree or professional qualifications and have recent commercial experience.

Salary in accordance with Burnham F.E. Scale for Senior Lecturers: £11,175 to £13,128(Bar) - £14,061 p.a. (under review) plus £256 p.a. Fringe allowance.

Further details and application forms available from the Chief Administrative Officer, Watford College, Hempstead Road, Watford, Herts, WD1 3EZ. (Tel: Watford 41211, Ext. 56). (018951) 220026

HERTFORDSHIRE
COUNTY COUNCIL

ST ALBANS COLLEGE
Department of General Studies

LECTURER I in COMPUTING required from 1 January 1986 to teach the subject up to GCE 'A' level standard.

Salary scale: £8,910 - £10,512 (under review) plus £264 London fringe allowance.

For further details and application form, see to Principal, St Albans College, 59 Hatfield Road, St Albans, Herts, AL1 4RJ. Closing date for applications 18 October 1985. (015913) 220026

HOUNSLOW
LONDON BOROUGH OF HOUNSLOW
HOUNSLOW BOROUGH COLLEGE

Lecturer Grade II required as soon as possible to be responsible for some Off the Job Work Training Agriculture skills and liaison with management. Some teaching of related FE courses would also be required. Salary £7,548 - £10,098 (under review) £478 LW.

Lecturer Grade I to teach Craft Catering courses C & G 707/1 & 707/2. The ability to teach 706/1 would be an advantage. Applicants must have appropriate industrial experience. This post offers the opportunity to contribute to the development of a new full-time Restaurant Operations Course.

Lecturer Grade I in Secretarial Subjects required from 1 January 1986 or as soon as possible thereafter. Candidates should be able to offer Shorthand, Typewriting, Office Technology and Recognised teaching qualification and relevant business experience are desirable.

L.I. salary £8,910 - £10,512 (under review) + £678 LW.

Further particulars & application form from the Personnel Secretary, Hounslow Borough College, Cranford Road, Hounslow, TW4 8HB upon receipt of large SAE. Completed forms to be returned by 18 October 1985. (010981) 220026

HERTFORDSHIRE
WATFORD COLLEGE
Rembrandt Road, Watford
DEPARTMENT OF PRINTING & PACKAGING
Applications are invited for the post of SENIOR GRADE I in TEXT ORIGINATION. The Department offers a wide range of courses in Printing, Publishing and Graphic Communication, including B.Sc. and HND courses. The person appointed would be required to play a major role in the development of research and consultancy activities as well as teaching on college courses.

Salary will be in accordance with Burnham Scale for Lecturers Grade I: £8,910 - £10,512 p.a. plus £258 p.a. Fringe allowance.

Further details and application forms are available from the Chief Administrative Officer, Watford College, Hempstead Road, Watford, Herts, WD1 3EZ. (Tel: Watford 41211, Ext. 56). (018601) 220026

KINGSTON
KINGSTON COLLEGE OF FURTHER EDUCATION
DEPARTMENT OF GENERAL STUDIES
Required - from 1 January 1986 (or as soon as possible thereafter).

LECTURER GRADE I IN GENERAL AND COMMUNICATION STUDIES
POST NO. 40-5428

The range of teaching will be from YTS, TVEI, Life Skills to Management with BTEC Higher National Certificate. Applicants should be graduates with teacher training. Qualifications in Psychology, Anthropology or Sociology would be welcomed. Industrial or commercial experience would be an advantage and ability to offer help with extra-curricular activities would be a distinct asset.

Salary Scale (currently subject to review): £5,910 - £10,512 plus £678 London Weighting.

Starting point on scale according to the Principal's agreed Point No. for full particulars and application form (enclosing large stamped addressed envelope). (01521) 220026

LEICESTER
CO-OPERATIVE COLLEGE

Stanford Hall,
Loughborough,
Leicestershire LE12 5QR

DEVELOPMENT, MANAGEMENT AND CO-OPERATION

A TUTOR IN THE INTERNATIONAL TRAINING CENTRE

Applications are invited from people with overseas experience for a two-year contract appointment commencing 2nd December, 1985, or as soon as possible thereafter.

Candidates should be able to contribute to teaching and course development in at least two of the following fields:

Management
Co-operation Organisation
Training Methods and Systems
Development Economics

Course members are primarily Managers and Civil Servants from LDC's. Applicants should be graduates, preferably with postgraduate or professional business qualifications, or should have a strong practical background in business organisation, in either case work experience with Co-operatives would be a significant advantage.

The initial contract, with possibility of extension, would be on the European salary scales £7,986 to £12,705 (under review).

Application forms and further details can be obtained from the Principal, The Co-operative College, Stanford Hall, Loughborough, Leicestershire LE12 5QR.

Closing date: 18th October, 1985. (13832) 220026

BUCKINGHAMSHIRE COUNTY COUNCIL

AMERSHAM COLLEGE OF FURTHER EDUCATION ART & DESIGN

Applications are invited for the following posts from 1 January 1986:

SENIOR LECTURER: COMPUTER MANAGER
to manage the College's central computer resources and to carry out certain teaching duties. Experience of teaching computing and of computer systems management is desired. Equipment includes Prime 2250, Alphamicro, BBC Network, RML Network.

SENIOR LECTURER IN TRAVEL & TOURISM
to teach on BTEC and MSC courses. Salary scale (under review): £11,175 to £13,128 + London Outer Fringe Allowance of £264 p.a.

LECTURERS I IN TRAVEL & TOURISM - (2)
It is desirable that applicants should possess relevant qualifications and recent experience in the industry. We are seeking to appoint two lecturers to teach a range of subjects within the above courses. An ability to offer one or more of the following is essential:

NUMERACY & ACCOUNTING/ACCOUNTING II
MARKETING & SALES (TRAVEL & TOURISM)
ORGANISATION IN ITS ENVIRONMENT
BUSINESS ADMINISTRATION
TRAVEL GEOGRAPHY
TRAVEL & TOURISM & II

Salary scale (under review): £5,910 to £10,512 + London Outer Fringe Allowance of £264.

SAE to Principal, Amersham College of Further Education Art & Design, Stanley Hill, Amersham. HP7 9HN for details and application form, to be returned by 18th October 1985. (7291)

Highland
Education Department

Lecturer 'B' in Catering (Temporary)

Applications are invited from suitably qualified persons for the above post.

Duncraig Castle College is a small Further Education College sited near Plockton in Ross and Cromarty, which presents students for City and Guilds Courses in Catering and associated subjects.

Lecturer 'B' Salary Scale £7,989 - £10,881

Assistance with removal expenses given in appropriate cases.

Application forms are available from the Director of Education, Highland Regional Council, Regional Buildings, Glenurquhart Road, Inverness, IV3 5NX (Telephone Inverness (0463) 234121 Extension 362) to whom they should be returned by Friday 18 October 1985.

COLLEGES OF FURTHER EDUCATION
continued

KIRKLEES
METROPOLITAN COUNCIL
HUDDERSFIELD TECHNICAL COLLEGE
New North Road,
Huddersfield
DEPARTMENT OF GENERAL & COMMUNICATION STUDIES
LECTURER GRADE II in SOCIAL WORK
Required to commence January 1986. The successful candidate will have tutorial responsibility for the Preliminary Certificate in Social Care Course and be able to teach Human Growth and Development to a wide range of Social Work students. It is expected that candidates will be graduates, with a teaching qualification and relevant social work experience.
Salary (Burnham Scale): Lecturer I - £6,828 - £10,512 p.a. (subject to ratification) Incremental progression on this scale may be given for approved qualifications and teaching or industrial experience.
Application forms & further particulars from the Principal to whom applications should be returned within 14 days of this advertisement. Please quote RTC 495. (13787) 220026

LEICESTERSHIRE COUNTY COUNCIL

An Equal Opportunity Employer

LOUGHBOROUGH TECHNICAL COLLEGE
Radmoor, Loughborough
LE11 3BT

LII SPECIAL NEEDS CO-ORDINATOR

Required from 1st January 1986.

Applications are invited from suitably qualified persons for the post of Lecturer to act as Special Needs Co-ORDINATOR for students with special needs.

Application forms and further details are obtainable from the Principal, Loughborough Technical College, Radmoor, Loughborough, Leics.

Closing date: 14 days from the appearance of this advertisement. (13851) 220026

LEICESTERSHIRE COUNTY COUNCIL

An Equal Opportunity Employer

CHARLES KEENE COLLEGE OF F.E.
Painter Street, Leicester

DEPARTMENT OF COMMUNITY AND RECREATIONAL STUDIES

SPECIAL NEEDS CO-ORDINATOR/ DEPARTMENTAL ADMINISTRATOR

LECTURER II/SENIOR LECTURER

Required for 1st January 1986, an experienced lecturer to operate in two district areas within an expanding Department.

a). specifically as Special Needs Co-ordinator.

b). generally, to co-ordinate the admissions, publicity and courses functions within the Department of Community and Recreational Studies.

Application forms and further details may be obtained (on receipt of a s.a.e.) from the Principal, Charles Keene College of Further Education, Painter Street, Leicester LE1 3WA.

Closing date for the return of the completed forms is 14 days from the appearance of this advertisement. (13852) 220026

LINCOLNSHIRE

Required for January 1986, or earlier if possible

(1) Lecturer Grade I in Electrical/Electronic Engineering to teach full and part-time TEC Courses and part-time Craft and YTS Courses.

Some knowledge of MATERIALS SCIENCE would be an advantage.

(2) Lecturer Grade I in Catering to teach C&G PREPARATION and RELATED THEORY to BTEC Diploma, Certificate and Craft Courses.

Applications should be obtained from the Principal, Boston College of Further Education, Rowley Road, Boston, Lincs. PE21 6JF, and returned to him at the College by 19 October 1985. (01124) 220026

LEICESTERSHIRE COUNTY COUNCIL

An Equal Opportunity Employer

HINCKLEY COLLEGE OF FURTHER EDUCATION
London Road, Hinckley,
Leics. LE10 1HQ

LECTURER I IN ELECTRONICS/ ELECTRICAL/ ELECTRICAL ENGINEERING

Required for 1st January 1986.

Applicants should possess a minimum TEC Higher Award or equivalent with some Industrial Experience and teacher training would be desirable but not essential.

Salary Burnham Lecturer I £5,910 - £10,512 award pending)

Further particulars and forms available from: Principal, Hinckley College of Further Education, London Road, Hinckley, Leicestershire LE10 1HQ on receipt of a stamped addressed envelope.

Closing date: 14 days from the appearance of this advertisement. (01123) 220026

NORFOLK

NORWICH CITY COLLEGE OF FURTHER AND HIGHER EDUCATION

LECTURER II/SENIOR LECTURER IN ELECTRONICS

Graduate required with specialist knowledge in Testing Methods and Interfacing Techniques up to HND level. Post available from 1st January, 1986. Salary scale £7,989 - £14,763 (award pending).

Application forms and further particulars may be obtained by sending a large stamped addressed envelope to the Chief Administrative Officer, Norwich City College of Further and Higher Education, Ipswich Road, Norwich NR4 7TJ, to whom completed forms should be returned within 14 days of the appearance of this advertisement. (13798) 220026

OXFORD

LECTURER I IN SECRETARIAL SUBJECTS

Applications are invited by the Oxford and County Secretarial College, private secretarial college training over 200 residential secretarial students.

Duties should be taken up on 8 January 1986. Candidates should teach Pitman 2000 Shorthand and have had a good education.

The may also be an opportunity to teach Private Secretarial Duties. The hours for this post will be between 1.00 pm - 4.00 pm daily.

Apply, in writing, for a job specification and application form to: The Director, The Oxford and County Secretarial College, 34 St Giles, Oxford, OX1 3LH. (01021) 220026

ROCHDALE

ROCHDALE TECHNICAL COLLEGE

Required for 1st January, 1986 :

1. LI IN BUSINESS STUDIES.

2. LI FOR N.N.E.B. COURSES.

Further information and application forms, which must be returned by 16th October, 1985, are available from - The Principal, Rochdale Technical College, St. Mary's Gate, Rochdale OL12 6RY. (01556) 220026

PLYMOUTH COLLEGE OF FURTHER EDUCATION
Plymouth
LECTURER I IN ELECTRICAL ENGINEERING
Covering the specialist areas of Power Distribution, Traction and Control of Electrical Plant. A knowledge of the Electrical Contracting industry is desirable.

Applicants must have suitable academic qualifications and industrial experience. It is expected that those applying will have kept themselves up to date with the introduction of new technology in their specialism.

Salary: £5,910 - £10,512 (subject to review from 1st April 1985) with the starting point dependent upon qualifications and experience.

Further details and application forms (SAE please) from The Registrar, The College of Further Education, Kings Road, Devonport, Plymouth PL1 5QG. Closing date for application 18th October 1985. (01152) 220026

RICHMOND UPON THAMES
LONDON BOROUGH OF RICHMOND UPON THAMES

(An Equal Opportunity Employer)

RICHMOND UPON THAMES COLLEGE

Applications are invited for the following appointment in London's first tertiary college, available immediately:-

SCHOOL OF TECHNOLOGY

Lecturer I for 30 teaching weeks

(Re-advertisement)

A temporary LI is required to teach Industrial and general studies to students studying on a range of engineering and building courses.

Applicants should be qualified to teach in the fields of Economics/Politics/Sociology.

Salary Scale: £5,910 - £10,512 plus £678 Outer London Weighting Allowance per annum.

For further particulars and application forms, returnable within two weeks of the date of this advertisement, please write enclosing a foolscap stamped addressed envelope to the Administrative Assistant (Personnel), Richmond Upon Thames College, Egerton Road, Twickenham, Middx. TW2 7SJ. (College self-addressed envelopes only). (01905) 220026

POWYS
COUNTY COUNCIL
EDUCATION DEPARTMENT
RADNOR COLLEGE OF FURTHER EDUCATION
Llandrindod Wells, Powys LD1 5ER
(Tel: Llandrindod Wells 2696)

Required for 1st January, 1986 or earlier if possible a LECTURER GRADE I - BUSINESS STUDIES

(Salary - Burnham FE Lecturer Scale I - under review)

To teach Accounts, Economics, Law, Business Administration on a range of Business/Secretarial/Commercial/Management Courses including Certificate and Diploma - CLEVELAND and BTEC National (Certificate and Diploma - CLEVELAND should be).

Closing date 18th October 1985.

ASSOCIATE LECTURER - ART & DESIGN
(Salary - Proportionate to Burnham FE Lecturer Scale I - under review).

To teach Art & Design across the College. (13 hours teaching).

Candidates should be able to offer subjects from the following:

Photography, Painting, Drawing, Sculpture, Pottery and Graphics. CLOSING DATE: 23rd October 1985.

Application forms and further details can be obtained from the Principal, Stockesbridge College, Hoco House Lane, Stockesbridge, Sheffield S30 5BN. (Tel: 01-742) 884520, enclosing a foolscap stamped addressed envelope. (01718) 220026

SALFORD
CITY OF SALFORD
EDUCATION DEPARTMENT
WORSLEY COLLEGE OF FURTHER EDUCATION
Walkden Road, Worsley M28 4QT
Tel: 061-702 8272

LECTURER I to teach all aspects of the Organisation & its Environment to B/TEC National Diploma and Certificate students. Ability to teach the Law option would be an advantage. From 1st January, 1986.

Application forms and further particulars from the Principal.

Closing date 18th October, 1985. (18174) 220026

NOTTINGHAMSHIRE COUNTY COUNCIL

An equal opportunities employer

NORTH NOTTINGHAMSHIRE COLLEGE OF FURTHER EDUCATION

LECTURERS (2 posts)

Grade I £5,910 - £10,512 (pay award pending)

BUSINESS STUDIES

Required for 1st January, 1986. Applicants must be capable of teaching to BTEC and GCE Levels. A Business Studies background is desirable in at least one of the following areas of experience:

teaching YTS, Accounting, Typing and Typewriting, Law, Distribution, International Trade and Exporting. Ability to teach more than one discipline required but to include the appropriate professional qualification and/or degree suitable for lecturing in a multi-disciplinary business and management studies Department.

Entry point on the scale according to qualifications and experience.

Application forms and further details are available from the Principal, Carlton Road, Worksop, Notts S81 7HP. (Tel: Worksop (0909) 473561, Ext. 209, to whom completed forms should be returned by 18th October 1985. Please quote reference 1905/T. 220026

RICHMOND UPON THAMES
LONDON BOROUGH OF RICHMOND UPON THAMES

(An Equal Opportunity Employer)

RICEMOND UPON THAMES COLLEGE

Applications are invited for the following appointment in London's first tertiary college, available immediately:-

SCHOOL OF TECHNOLOGY

Senior Lecturer in Construction and Civil Engineering

(Re-advertisement)

A Graduate/Chartered Structural Engineer with relevant industrial experience preferably teaching experience to teach mainly structural subjects at Higher Technician level.

Salary Scale: £11,175 - £13,128 plus £678 Outer London Weighting Allowance per annum.

Further particulars and application forms, returnable within two weeks of the date of this advertisement may be obtained from the Administrative Assistant, Personnel Section, Richmond Upon Thames College, Egerton Road, Twickenham, Middx. TW2 7SJ (College self-addressed envelopes only). (01905) 220026

GLOUCESTERSHIRE COLLEGE OF ARTS AND TECHNOLOGY
DIRECTORATE OF YOUTH TRAINING
CHRISTCHURCH ANNEXE, CHELTENHAM
Post No: 87K005

PRINCIPAL LECTURER - YOUTH TRAINING

required as soon as possible to act as second to Directorate of Youth Training and to be responsible for the continuing development of a large YTS Mode A Managing Agency. Experience in curriculum development and liaison with external organisations are both essential. Industrial experience would be an advantage.

Further details and application form from: Administrative Officer (Staffing), Gloucestershire College of Arts and Technology, Oxstalls Lane, Glos. GL2 9HW.

Closing date: 10 days from appearance of this advertisement. (7353)

ACTON TECHNICAL COLLEGE

LECTURER II/I in Electronics

Required to teach contemporary micro and digital electronics. Good, relevant qualifications and experience are looked for: the salary in the range £6,948 - £13,137 p.a. including London Weighting, depends on those factors.

For further details and application forms, write, or telephone 01-993 2344, to Registrar, Acton Technical College, Mill Hill Road, Acton, London W3 8UX. (7237)

Surrey County Council
East Surrey College
Principal J.G. Bell, BA Econ

DEPARTMENT OF ENGINEERING

Lecturer Grade II/ Senior Lecturer in Electronics/Microelectronics

required in January 1986 for a two year contract initially, to teach Electronics, Digital Techniques, Microelectronics and Computer Systems to BTEC courses. Ability to contribute also to one of the following areas would be an advantage - Motor Vehicle Electronics, Software Engineering, Robotics, CAE/CAD/CAM.

£8,076 - £14,046 p.a. according to qualifications and experience plus £264 p.a. area allowance.

Further details from Alan Earwaker - Redhill 72811. Application forms available from the Staff Officer, East Surrey College, Gatton Point, Redhill, Surrey, RH1 2JX (returnable before 18 October, 1985) (7383)

SHEFFIELD
STOCKSBRIDGE COLLEGE
Sheffield

Applications are invited for the following posts to commence 1st January 1986 -

LECTURER GRADE I - BUSINESS STUDIES
(Salary - Burnham FE Lecturer Scale I - under review)
To teach Accounts, Economics, Law, Business Administration on a range of Business/Secretarial/Commercial/Management Courses including Certificate and Diploma - CLEVELAND and BTEC National should be).

LECTURER GRADE I - COMPUTER STUDIES. (Ref. 39).

Application forms and further particulars can be obtained from the Principal at the College to whom completed forms should be returned as soon as possible. (01106) 220026

SHROPSHIRE
TELFORD COLLEGE OF ARTS AND TECHNOLOGY
Applications are invited for the post mentioned below:
LECTURER I IN HAIRDRESSING with MANICURE, BEAUTY THERAPY AND MAKE-UP, to commence as soon as possible.
The post offers the opportunity to teach all aspects of Hairdressing and is set in the teaching of Manicure and Cosmetic Make-up to full-time and part-time students and to young persons following Youth Training Scheme programmes.
Salary: £5,910 - £10,512.
Application forms and further details available from The Principal, Telford College of Arts and Technology, Haybridge Road, Wellington, Telford, Shropshire TF1 1LX upon receipt of a stamped addressed envelope.
Closing date 18th October 1985. (01050) 220026

vacancy
Closing Date: 16 October 1985

SCHOOL OF SCIENCE & TECHNOLOGY
Department of Technical Services

LECTURER I - METALLURGY AND MATERIALS SCIENCE. *Post Ref: ST/0045*
You will teach to BTEC Certificate and Higher Certificate courses in Metallurgical Studies and in Engineering Studies.
An ability to offer physical chemistry to Higher Certificate level would be an advantage.
You will be a graduate, probably with professional status and with at least 5 years in a metals or materials related industry.

Department of Science
LECTURER I - BEAUTY THERAPY *Post Ref: ST/0039*
(Re-advertisement - previous applicant's need not re-apply)
To teach beauty therapy, electrolysis, cosmetic make-up and manicure to City & Guilds and BTEC level and to assist in the development of the present BTEC Diploma and proposed Higher BTEC therapy programmes. You should possess a C&G 781, have some professional experience and ideally be teacher trained.

Salary for both posts: £5,910 - £10,512 (award pending)
For further details and an application form, please contact:
Mr A. W. Hodgson, Staffing Officer
Bradford & Ilkley Community College
Great Horton Road, BRADFORD BD7 1AY
WE ARE AN EQUAL OPPORTUNITIES EMPLOYER.

Bradford&Ilkley COMMUNITY COLLEGE

COLLEGES OF FURTHER EDUCATION
continued

SUNDERLAND

BOROUGH OF SUNDERLAND
EDUCATION DEPARTMENT
WEARSIDE COLLEGE OF FURTHER EDUCATION
FACULTY OF PLANNING AND RESOURCE CO-ORDINATOR
LECTURER GRADE II/III
COMPUTER APPLICATIONS

Applications are invited for the above post from suitably qualified persons to be responsible for curriculum development in computer systems and applications within the college.

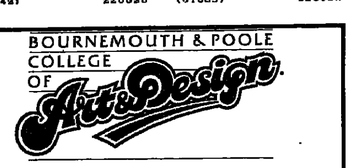
Salary: £7,926 - £12,704.

Duties to commence as soon as possible after 1st January, 1986.

Further details and application forms may be obtained from: The Principal, Wearside College of Further Education, Tees View Road, West Sunderland, Tel: Sunderland 670794.

Closing date: 18th October, 1985. (01809) 220026

TEACH ON EXCHANGE or so on a course abroad. See Overseas column and Education Courses column. (06442) 220026



Applications are invited from suitably qualified and experienced designers for the following post; which is tenable as soon as possible.

LECTURE 2 COURSE DIRECTOR B/TEC NATIONAL DIPLOMA COURSE IN SPATIAL DESIGN
(Interiors, Exhibition Design, Television and Stage Set Design)

Detailed job specifications and ' application forms available from the Senior Administrative Officer, Bournemouth and Poole College of Art and Design, Wallisdown Road, Poole, Dorset. Telephone (0202) 533011. Closing date for applications: October 18th, 1985. (7301)

LEEDS CITY COUNCIL
DEPARTMENT OF EDUCATION

LEEDS POLYTECHNIC

APPOINTMENT OF DIRECTOR

Salary: £31,371

The Governing Body is seeking a successor to Dr Patrick J. Nuttgens who will retire from the office of Director of the Leeds Polytechnic during the course of the current academic year.

The Polytechnic is one of the largest Higher Education Institutions in the country with over 10,000 students, half of whom study part-time. There is a wide range of vocationally-orientated degree and higher degree courses, some of which are connected with European institutions. The Polytechnic has always sought to make major provision for part-time students on both initial and post-experience courses, many of which are designed to retrain or update skills and knowledge to meet the needs of industry, commerce and the professions in the Yorkshire and Humberside region.

Applications from candidates with experience in education, industry or the public services will be welcomed; academic attainments and wide interests are important but the successful candidate must also show evidence of successful management experience and a capacity for imaginative leadership. Experience at senior management level, of leading and motivating a large number of staff is essential, while experience of curriculum development, implementation and evaluation, together with a firm grasp of current educational issues will be an important attribute.

The salary, (if Burnham F.E. proposals are ratified), will be £31,371.

Persons interested in being considered for the post, or wishing to suggest individuals for consideration, are invited to write as soon as possible in confidence to the Director of Education of Leeds:

R. S. Johnson Esq
Department of Education
Merrion House
110 Merrion Centre
Leeds LS2 8DT

marking the envelope

Applications, when submitted, should be accompanied by a detailed curriculum vitae and the names of three referees: letters of nomination should also include biographical details of the nominee.

Applications and nominations should be submitted as soon as possible and in any event not later than Friday, 1st November 1985.

LEEDS IS AN EQUAL OPPORTUNITY EMPLOYER

SOMERSET

SOMERSET COLLEGE OF ARTS AND TECHNOLOGY
Taunton

DEPARTMENT OF BUSINESS STUDIES

Required for 1 January 1986 LECTURER GRADE II in BUSINESS STUDIES (ACCOUNTING) to teach Accounting and related subjects to students on a variety of full time and part time courses in the Department and the college. Applicants must have a degree and/or professional qualification as well as a proven relevant commercial/industrial experience, especially in the application of new technology to financial systems. A teaching qualification and/or experience would be desirable. The successful applicant will be responsible for co-ordinating the teaching and development of Accounting Studies within the Department with an emphasis on the needs of small business.

Further particulars and application forms (sae please) from the Chief Administrative Officer, Somerset College of Arts and Technology, Wellington Road, Taunton, Somerset TA1 5AX. Closing date: 18 October 1985. (01035) 220026

TRAFFORD

METROPOLITAN BOROUGH OF TRAFFORD
EDUCATION DEPARTMENT
SOUTH TRAFFORD COLLEGE OF FURTHER EDUCATION

Required, from 28.10.85 or as soon as possible thereafter:

LECTURER GRADE II ART & DESIGN with an emphasis on teaching Basic Drawing and Textile Design.

Application form and further particulars may be obtained from the Principal's Secretary, South Trafford College of Further Education, Manchester Road, West Timperley, Altrincham, WA14 5PQ, upon receipt of stamped addressed foolscap envelope. Closing date for receipt of applications: 18.10.85. 220026 (16455)

TRAFFORD

METROPOLITAN BOROUGH OF TRAFFORD
EDUCATION DEPARTMENT
NORTH TRAFFORD COLLEGE OF FURTHER EDUCATION
Talbot Road, Stretford, Manchester M32 0XH

LECTURER GRADE II in GAS ENGINEERING

Applicants should possess wide experience in Gas Utilisation and be conversant with modern Gas Practice.

LECTURER GRADE I in ELECTRICAL INSTALLATION

Applicants should have a minimum qualification of City & Guilds Course 'C' Certificate in Electrical Installations or have served a recognised Electrical Installation Apprenticeship and possess site experience.

LECTURER GRADE I TO TEACH ELECTRONICS AND COMPUTER TECHNOLOGY IN THE DEPARTMENT OF ENGINEERING

Applicants should possess a degree or HND with Electronics and a major element in the qualification. Industrial experience and the ability to assist with computing and microprocessor courses will be an advantage.

Salary Scale: Lecturer Grade I £5,919 - £10,512. Lecturer Grade II £7,548 - £12,099 (under review).

The initial placing on these scales depends upon qualifications and experience.

Further particulars and application form may be obtained, upon the receipt of a stamped addressed foolscap envelope, from the Principal to whom completed forms should be returned by 18th October 1985. (16462) 220026

WARWICKSHIRE

Warwickshire is an Equal Opportunity Employer

Applications are invited from suitably qualified and motivated persons for the following posts to take effect from 1st January 1986.

LECTURER II - Electrical and Electronic Engineering. To lead the Electrical and Electronic Section.

LECTURER II - General Studies.

Salary scale £7,548 - £12,099 (under review).

Further particulars and application forms may be obtained from the Principal's Secretary, Mid Warwickshire College of Further Education, Warwick New Road, Leamington Spa, Warwickshire CV32 5JE. Tel: (0926) 311711.

Completed application forms should be returned to the Principal within 14 days of the appearance of this advertisement. (18156) 220026

WEST SUSSEX

COUNTY COUNCIL
SOUTHERN AREA
WORTHING COLLEGE OF TECHNOLOGY
Broadwater Road, Worthing
DEPARTMENT OF GENERAL & COMMUNITY EDUCATION

Required as soon as possible: LECTURER IN ENGLISH & COMMUNICATION STUDIES

The post involves teaching across most courses, Departments to both advanced and non-advanced students, together with some organisation work and curriculum development. Salary within range £7,548 - £12,099 (pay award pending).

LECTURER I IN GENERAL & COMMUNICATION STUDIES

The post covers teaching on a variety of courses, including in General Studies to Engineering, Catering and Science students. G.C.E. 'A', 'O', 772 in RTEC General and Communication Studies. An opportunity for involvement in curriculum development may be available. Salary within range £5,919 - £10,512 (pay award pending).

DEPARTMENT OF OFFICE STUDIES & TECHNOLOGY

Required, from 1.1.1986:
LECTURER I IN OFFICE STUDIES

Applicants should be able to teach Typewriting to advanced standard, Audio-Typing to intermediate standard and Keyboarding Skills to a speed of over 100 wpm. An understanding of modern office technology including information processing, with regard to these inter-related subjects to intermediate standard is required. The successful appointee will act as Course Tutor to a group of students working towards RSA and London Chamber of Commerce and Industry examinations. Salary within range £5,919 - £10,512 (pay award pending).

Further particulars and application forms available from the Principal at the College on receipt of large s.a.e.

Closing date 18 October 1985. (0718)8 220026

WIGAN

METROPOLITAN BOROUGH OF WIGAN
Required as soon as possible
LEIGH COLLEGE
Railway Road, Leigh WN7 4AH

L1 DEPUTY TUTOR LIBRARIAN

This post is designed to support the Tutor Librarian who is Head of Learning Resources in the College. You will ideally be a Chartered Librarian with some experience of teaching.

The College is devoted to the development of resource based learning and has an active in-service training programme to support this work. A major area of responsibility will be the supervision of the College Library Service.

Salary Award currently pending.

Application forms and further particulars available from and returnable to The Chief Administrative Officer. Tel: 0942 608811. Closing date: 15th October 1985. (01805) 220026

All advertisements are subject to the conditions of acceptance of Times Newspapers Ltd, copies of which are available on request.

WILTSHIRE
COUNTY COUNCIL

TROWBRIDGE TECHNICAL COLLEGE

Required for 1st January, 1986.

LECTURER I in DISPLAY DESIGN, preferably with a suitable qualification, to be Course Tutor for BTEC National Diploma in Display Design.

LECTURER I in PROFESSIONAL COOKERY to teach a variety of courses including City and Guilds Cookery Practical Certificate, C.P.V.E. and Short Courses for local companies. Industrial background in catering would be an advantage.

Further details and application forms obtainable from the Secretary, Trowbridge Technical College, College Road, Trowbridge, Wiltshire BA14 0ES. (Tel: Trowbridge (02214) 66241). (01766) 220026

DUDLEY
METROPOLITAN BOROUGH

(Equal Opportunity Employer)

STOURBRIDGE COLLEGE OF TECHNOLOGY & ART

COURSE LEADER FOR GENERAL ART & DESIGN

Required for January, LECTURER GRADE II, to act as course leader for the 2 year BTEC General Art and Design Course in the Faculty of Visual & Performing Arts. Salary - £7,548 - £12,099 (under review).

Applications from suitably experienced practising artists and designers welcomed.

Application forms/details (foolscap SAE) from Principal's Secretary (ref: ACT/APR), at Stourbridge College of Technology & Art, Hagley Road, Stourbridge, West Midlands DY8 1QD. (13799) 220026

Faculty of Educational Studies
Department of Education

SENIOR LECTURER/PRINCIPAL LECTURER IN CURRICULUM AND TEACHING STUDIES

The successful candidate will be a member of a team concerned with the development of an innovatory initial teacher education programme in a modular setting.

The appointment will be made at Senior Lecturer or Principal Lecturer level. At Principal Lecturer level, the successful candidate will be expected to develop and lead a programme of school-based research.

This is a senior post which involves leadership of research in a stimulating Polytechnic environment within the Faculty of Educational Studies and publication within the areas specified will be essential.

Teaching duties will include working with undergraduates on School Experience and Curriculum Study. Preference will be given to candidates with some recent experience in teaching in Nursery/First or Junior Schools.

LECTURER/SENIOR LECTURER PRIMARY EDUCATION

Applications are invited for a post contributing to the work of the Department in the areas of *Drama, Speech and Movement* studies in initial primary teacher education. The post undergraduate programme of modular education forms the major work of the Department and ability to work as a member of a team is essential. The post involves contributing strongly to Teaching Studies and School Experience and preference will be given to candidates with recent experience in Primary Teaching. Research in the area of creativity, or drama and movement studies will be a strong advantage.

SALARY SCALE:		
Lecturer II	£7,548 — £12,099	
Senior Lecturer	£11,175 — £14,061	
Principal Lecturer	£13,095 — £16,467	

Application form and further details are available from the Staffing Office Ext 364.

CLOSING DATE — 18th October 1985

oxford polytechnic
Gipsy Lane, Headington, Oxford, OX3 0BP
Telephone: Oxford 64777

AN EQUAL OPPORTUNITIES EMPLOYER

University Appointments

CAMBRIDGE

TRINITY COLLEGE

TEACHING APPOINTMENT IN ENGLISH LITERATURE

Applications are invited from men or women for appointment to a College Lectureship or Assistant Lectureship in English, tenable for five years in the first instance from 1 October 1986. The successful applicant, who will assist in supervising and directing studies in English in the College, will be expected to be elected into a Fellowship. Applications will be welcome from candidates specialising in any area of English literature.

The Lectureship is tenable with or without a post in the University. For a Lecturer without a University post, the stipend will be on a scale roughly comparable with that for University Lecturers, with placing according to age and qualifications.

Application should be made to the Senior Tutor, Trinity College, Cambridge CB2 1TQ, (from whom further particulars may be obtained), not later than 28 November 1985, together with a statement of qualifications, publications and experience. Candidates should arrange for not more than three references to reach the Senior Tutor by 28 November 1985. (13901) 280000

LEEDS

THE UNIVERSITY OF LEEDS

COUNSELLING AND CAREER DEVELOPMENT UNIT

Applications are invited for two posts:

(i) Full time post of Project Officer to work with the training and assessment programme. Available immediately until March 1986 for a fixed term.

In each case a further fixed term contract may become available thereafter.

Both posts require a minimum of a good honours degree and experience in any combination of education, training and counselling would be an advantage.

Salary on Grade IA (£7,560 - £13,320 (under review) for Other Related Staff, according to age, qualifications and experience.

Informal enquiries may be made to the Director of the Unit, Mrs. Joy Rea, at 6 Clarendon Road, Leeds 2 (Tel: (0532) 451710).

Application forms and further particulars may be obtained from the Registrary, The University, Leeds LS2 9JT, quoting reference number 2/86/10 (Project Officer) and/or 2/86/11 (Training Officer). Closing date for applications 24th October 1985. (13817) 280000

Colleges and Departments of Art

Other Appointments

BARNSLEY
METROPOLITAN BOROUGH COUNCIL
BARNSLEY COLLEGE OF ART AND DESIGN

Required for 1 January 1986 or as soon thereafter as possible LECTURER I: THEATRE SKILLS for the College TVEI Design and Entertainment Industries Course.

Applications are invited for the above post to join an existing team of dedicated staff on this course. A person of considerable energy and enthusiasm is sought who is capable of teaching on a broad theatre skills front including Basic Drama, Technical Production and Dance Skills to students aged between 14 and 18.

Candidates should be well qualified and conversant with current programmes to support this work. A major area of responsibility will be the supervision of the College Library Service.

Salary Award currently pending.

Application forms and further details (s.a.e. please) are available from the Principal, College of Art and Design, Churchfield, Barnsley S70 2AU. Completed application forms should be returned to the Principal within 14 days of the appearance of this advertisement. (13749) 240026

THE CITY UNIVERSITY
Centre for Continuing Education

Outreach Worker

Applications are invited from University graduates for the temporary post of Outreach Worker, to be based in the Centre for Continuing Education. Candidates should have experience of adult education and outreach or community education, and be familiar with the needs of educationally disadvantaged groups in inner Cities.

The duties of the successful candidate will be to provide educationally disadvantaged groups, (eg some ethnic minorities and the unemployed) with opportunities to take up Extra Mural Studies. This will be done by strengthening this University's involvement with local agencies of educational provision, in particular with the Open College of City and East London.

The post will be a fractional appointment up 0.8 of a full-time University Lecturership, (full time scale £8,817 to £16,222 inclusive of London Allowance. Salary will be pro-rata). It is hoped that the post will commence as soon as possible, but funding will last only until the end of October 1986 in the first instance.

Further particulars and application forms may be obtained from: The Academic Registrar's Office, The City University, Northampton Square, London, EC1V 0HB. Telephone: 01-253 4399 Ext. 3037. Closing date 25th October, 1985. (7261)

NATIONAL FOUNDATION FOR EDUCATIONAL RESEARCH IN ENGLAND AND WALES

NFER

RESEARCH OFFICER

Applications are invited for the post of Research Officer in the Department of Language to assist in the analysis of longitudinal data relating to children's writing.

The project will involve an analysis of writing which was collected by the Teaching Styles Project between 1981 and 1983.

The main purpose of the research would be to investigate the nature of change and development in the writing of 8, 9 and 10-year-olds over two school years. A substantial amount of background data on the children is available.

Recent experience in either teaching or research related to young children's writing would be an advantage.

The project will start as soon as possible and will extend until 31 December 1986.

Salary scale: £8,450 - £10,720. There is a pay award pending and placement will be according to qualifications and experience.

For application form and further particulars, please apply to the Personnel Office, National Foundation for Educational Research in England and Wales, The Mere, Upton Park, Slough, Berkshire. Telephone Slough 74123.

Closing date for return of completed application forms, no later than Friday 18 October 1985.

7266

Hampshire County Council
SOUTHAMPTON INSTITUTE OF HIGHER EDUCATION
East Park Terrace,
Southampton,
Hants, SO9 4WW.

Applications are invited for the following posts:-

HEAD OF DEPARTMENT OF FASHION AND DESIGN CRAFTS GRADE III/IV
The department offers full-time and part-time BETC Higher National Diploma and Certificate courses in Fashion and BETC Diploma in Design Crafts.

HEAD OF DEPARTMENT OF FINANCIAL AND LEGAL STUDIES GRADE V
The department offers a wide range of courses leading to professional status for accountants, bankers and legal executives.

Applicants for both posts should have recent relevant experience in industry, a degree and/or an appropriate professional qualification, together with relevant administrative and management experience at a senior level in a college or industry.

Salary Scales (1984 rates):
Head of Department Grade III £13,692–£16,282
Head of Department Grade IV £14,799–£16,578
Head of Department Grade V £16,098–£17,877

DEPARTMENT OF SYSTEMS AND COMMUNICATIONS ENGINEERING
PRINCIPAL LECTURER IN COMMUNICATIONS ENGINEERING
Applicants should be graduates or of equivalent professional status with a good industrial background and teaching experience within higher education. The successful candidate will be expected to develop courses to HND and ultimately BEng standard in Communications Engineering. An interest in research and consultancy is important.

LECTURER II/SENIOR LECTURER IN ELECTRONICS
Applicants should have professional status and be able to offer specialist teaching in one or more of the following areas: Instrumentation and Control, Radio Communications Digital Data Communications, Computer Technology. Recent industrial experience or a research interest would be an advantage. The appointment will be at Lecturer II or Senior Lecturer according to qualifications and experience.

Lecturer II	£7,548–£12,099
Senior Lecturer	£11,175–£13,128 (bar) £14,061
Principal Lecturer	£13,095–£16,467

Further particulars and application forms are obtainable from the Personnel Officer, Southampton Institute of Higher Education (address as above).
Telephone (0703) 229381 Ext. 312.
Closing date 18 October, 1985

(7328)

UNIVERSITY APPOINTMENTS
continued

UNIVERSITY OF DUNDEE

DEPARTMENTS OF PHYSICAL EDUCATION AND TOWN AND REGIONAL PLANNING

Graduates who hold an approximate Honours degree and a Physical Education teaching qualification and are therefore qualified to combine teaching in Physical Education while simultaneously working for a MSc degree (by thesis) in the Department of Town and Regional Planning, are invited to apply for the post of

GRADUATE ASSISTANT

which the University intends to fill as soon as possible for a period of two years.

The successful candidate will be employed for approximately 16 hours per week in the Department of Physical Education. He/she will be required (a) to register as a part-time student for a higher degree (b) to produce a thesis on a topic concerned with the impact of planning processes on the provision of sports and recreation facilities and (c) to pay fees at the concessionary rate normally available only to certain full-time academic and research staff.

The appointment will carry an initial salary of £3,081 per annum.

Applications, containing full career details and the names of three referees, should be sent as soon as possible to The Personnel Officer, The University, Dundee DD1 4HN from whom further particulars are available. Please quote Ref. RE7/80/85. 280000 (16457)

UNIVERSITY OF DUNDEE

FACULTY OF MEDICINE AND DENTISTRY

CENTRE FOR MEDICAL EDUCATION

There is a vacancy for a

LECTURER

in the above Centre which has an international reputation in curriculum planning, teaching methods and assessment, in which areas it provides not only advice to the Faculty but also a wide range of courses for teachers (from within the UK and from overseas) in medicine and the health care professions.

The person appointed will be an experienced educational researcher with a higher degree in Education or Psychology and with experience in mainstream curriculum development and assessment. The post offers opportunities to participate in all aspects of the Centre's innovative work, including its teaching and research. An interest in the use of computers might be particularly helpful.

The appointment offered will be for up to five years and will be made on the Lecturer scale, currently £7,320 - £14,898 but due for revision) with placing dependent on qualifications and experience. Grant towards removal expenses to Dundee.

Further particulars are available from The Personnel Officer, The University, Dundee DD1 4HN with whom applications (6 copies) containing full career details and the names of three referees should be lodged by 25th October 1985. Please quote reference EGT/57/85. (16456) 280000

Research Posts

THE UNIVERSITY OF MANCHESTER

DEPARTMENT OF EDUCATION

HECFAMILY SMOKING EDUCATION MATERIALS: DISSEMINATION RESEARCH ASSOCIATES (2)

Assistance required to monitor the dissemination and evaluate the short term impact of the FSE materials and to develop school-based smoking cessation activities. Applications for immediate appointment are invited from graduates in social science with an interest in personal and social development or dissemination of information. Duration 15 months in the first instance. Salaries in the range £6,330 - £8,450 p.a. (under review).

Tel: T. Christie, 061-273 6263 for further details. (16487) 280000

Fellowships, Studentships and Research Awards

SURREY

UNIVERSITY OF SURREY

DEPARTMENT OF EDUCATION STUDIES

TWO RESEARCH OFFICERS

Applications are invited for two Research Officer posts in the Department of Educational Studies. The persons appointed will work as members of a team engaged in the study of new developments in the education and training of 14 - 19 year olds.

FULL TIME RESEARCH OFFICER: This post is attached to a project concerned with Consumer Literacy in YTS schemes. Applicants should have a background in social science/education and knowledge/experience of guiding. A working knowledge of developments in pre-vocational; and vocational education would be an advantage. This appointment will be for a period of 2 years. Salary will be on the Research & Analogous Scale, Range IA £7,560 - £12,180 p.a. (under review) according to age, qualifications and experience.

PART-TIME RESEARCH OFFICER: Applicants should have research experience and a good working knowledge of further education and training systems. Experience in engineering education/training would be an advantage. The appointment will be part-time 22 hours per week, for a period of one year. Salary will be on the Research & Analogous Scale, Range IA £5,313 - £8,190 p.a. pro rata £7,320 - £12,180 p.a. (under review) according to age, qualifications and experience.

Applications for both positions in the form of a curriculum vitae (6 copies) including the names and addresses of two referees should be sent to the Personnel Office (JLG), University of Surrey, Guildford, Surrey GU2 5XH by 25th October 1985 quoting reference 438 and indicating for which post you wish to apply. Further particulars can be obtained from the above address or by telephoning Guildford 571281, Ext. 453. (06554) 300000

CERAMICS

POSTGRADUATE TEACHING FELLOWSHIP

The position is designed to provide support for a practising artist and stimulate pupils through teaching and the subsequent interaction. The person appointed will be committed to teaching small groups and individuals for up to seven hours a week in blocks. In return the postgraduate will receive £4,000 as a salary, £500 materials allowance, free accommodation for a year and all meals during term time. In addition, there will be access to the studios to further his or her own work. The fellowship is initially for one year beginning as soon as possible but not later than January.

Christ's Hospital is an independent, co-educational school of 860 pupils.

Applications to Michael O'Connell, Head of Art, Ars School, Christ's Hospital, Horsham, West Sussex RH13 7LS, sending slides of personal work and the names, addresses and telephone numbers of two referees, plus personal telephone number.

Further information from Head of Art, Horsham 52547, Home: Horsham 63454. (13885) 300000

Colleges of Higher Education

Heads of Department

LANCASTER

S. MARTIN'S COLLEGE OF HIGHER EDUCATION
Lancaster

PRINCIPAL LECTURER AND HEAD OF MATHEMATICS

Applications are invited from well qualified graduates for the post of Principal Lecturer and Head of Mathematics for appointment from 1st January (or 1st April) 1986. The post involves leading a team of Colleagues engaged in B.Ed., B.A., P.G.C.E., and in-service courses and guidance in both school and Higher Education is desirable.

Further particulars and application forms may be obtained from The Principal, St. Martin's College, Lancaster LA1 3JD. Completed application forms should be returned as soon as possible. (13579,340018

WEST GLAMORGAN INSTITUTE OF HIGHER EDUCATION, SWANSEA

FACULTY OF EDUCATION

Applicants are invited for the following vacancies to commence on January 1st 1986, or as soon as possible thereafter.

LECTURER II/ SENIOR LECTURER (14-19)

Candidates should be well qualified with recent and substantial classroom experience in the 14-19 age range. Applicants should be specialists in one or more of the following areas: curriculum development; management; TVEI/TRIST and new initiatives (14-19 age range) multicultural education and assessment and evaluation. The person appointed will contribute to both undergraduate, in-service and research programmes. The possession of a research degree would be an advantage.

LECTURER II/ SENIOR LECTURERS IN PRIMARY EDUCATION (2 POSTS)

Applicants should be well qualified with particular interests in one or more specialisms; aesthetics; primary management; multicultural education; curriculum planning; special educational needs. The successful candidates should have recent and substantial classroom experience. The appointee will lecture on the B.Ed. and M.Ed. degree courses as well as assisting in the research programme. The possession of a research degree would be an advantage.

SALARY
LECTURER II — £7,548 - £11,175 BAR £12,099 (under review)
SENIOR LECTURER — £11,175 - £13,128 BAR £14,061 (under review)

Particulars and application form are available from:

The Principal,
WEST GLAMORGAN INSTITUTE OF HIGHER EDUCATION,
Townhill Road, Swansea, SA2 0UT.

THE CLOSING DATE IS FRIDAY OCTOBER 18th 1985. (7358)

the College of Ripon & York St John

Applications are invited for the following post in this Church of England Voluntary College of Higher Education (1800 men and women). The appointment will be at an appropriate point on the Head of Department Scale Grade IV (£14,799 - £16,578, under review). The appointment will date from 1st January 1986, or as soon as possible thereafter.

HEAD OF DEPARTMENT OF DESIGN AND TECHNOLOGY

The College wishes to appoint a vigorous and resourceful leader for this well established and expanding department. The department is responsible for teaching a wide range of courses validated by the University of Leeds and C.N.A.A.

Further details and application forms may be obtained from The Principal, College of Ripon and York St. John, Lord Mayor's Walk, York YO3 7EX, to whom completed forms should be returned to arrive not later than MONDAY, 21st October, 1985. 7336

North Yorkshire County Council
NORTH RIDING COLLEGE SCARBOROUGH

The College, which is concerned principally with PRIMARY EDUCATION is seeking to make the following appointments from January, 1986:

PRINCIPAL LECTURER (Educational and Professional Studies)

LECTURER II/SENIOR LECTURER (Curriculum Studies)

LECTURER II/SENIOR LECTURER (Early Childhood Education)

LECTURER II/SENIOR LECTURER (Geography)

Salary: Principal Lecturer £13,095-£16,467, Lecturer II/Senior Lecturer £7,548-£14,061, depending on experience. (Salaries under review). Further particulars and application forms available from The Principal (Appointments), North Riding College, Filey Road, Scarborough YO11 3AZ (Tel: Scarborough 3623201). Closing date for receipt of applications, Tuesday 15th October 1985. 7339

College of St. Mark & St. John

PLYMOUTH

Required for January 1986 a LECTURER in PHYSICAL EDUCATION to join an expanding subject group. The person appointed will be required to contribute to the B.Ed. Hons. programme and our B.A. Recreation and Community degree.

Applicants should state their areas of strength in both theoretical and practical aspects. An interest in physical education and recreation for special groups (the disabled, ethnic groups) would be an advantage. The appointment at L.II or SL level will initially be for three years.

Further details and application form can be obtained from the Principal's Office, College of St. Mark and St. John, Derriford Road, Plymouth, PL6 8BH. Closing date for the receipt of applications will be 18th October, 1985. (7299)

WESTMINSTER COLLEGE OXFORD

Applications are invited for two posts of LECTURER II/ SENIOR LECTURER from September 1st 1986:

PRIMARY EDUCATION

With special reference to Language and Children's Literature.

PRIMARY EDUCATION

with special reference to Expressive Arts – Drama.

These new posts, in an expanding College, offer an opportunity to join an experienced and lively team in teaching and developing courses of ITT and INSET. Good qualifications and primary school experience are essential.

Further details from THE PRINCIPAL'S SECRETARY, WESTMINSTER COLLEGE, NORTH HINKSEY, OXFORD OX2 9AT. Tel: (0865) 247644.

The closing date for applications is 25th October 1985. 7286

EDGE HILL COLLEGE OF HIGHER EDUCATION

St Helens Road, Ormskirk, Lancashire L39 4QP.

TEMPORARY LECTURER II

IN CRAFT, DESIGN AND TECHNOLOGY EDUCATION

Applications are invited for this Temporary Post tenable from 1st January 1986 until 31st December 1986.

Candidates should be qualified and experienced teachers of 2D and 3D Product Design with some capacity to teach Electronics. Industrial Design experience would be an advantage.

Salary Scale: Lecturer II £7,548 to £12,099 (under review).

Further Education Conditions of Service apply.

Further particulars of the post may be obtained from the Secretary to the Deputy Director.

Completed application forms should be returned to the Director, not later than Monday 21st October 1985.

(0037)

COLLEGES OF HIGHER EDUCATION

continued

WINCHESTER

KING ALFRED'S COLLEGE
Winchester

Applications are sought from well qualified graduates for the following posts from the 1st January 1986, in the fields of initial and in-service teacher education:

CHAIRMAN B.ED. (PRIMARY) DEVELOPMENT TEAM AND COURSE DIRECTOR DESIGNATE.

The successful candidate will have good experience in Teacher Education and/or Primary Education and Research. The appointment is to a senior post, initially at Principal Lecturer level to chair a Development Team for a new B.Ed. (Primary) and on its success to become Course Director, at which stage the level of the post will be reviewed.

LECTURER II/SENIOR LECTURER IN MATHEMATICS WITH PROFESSIONAL STUDIES.

The post is for a tutor who will teach on the B.Ed. Special subject Course in Mathematics and curriculum courses in the subject area. Good qualifications in Mathematics, and sound Primary School experience or research related to Mathematics in the Primary Curriculum are sought.

Salary Principal Lecturer: £13,095 - £16,467.

Lecturer II/Senior Lecturer: £7,548 - £14,061 (Both under review).

Further particulars may be obtained from The Principal, King Alfred's College, Winchester SO22 4NR, to whom applications should be sent by 11th October 1985. 340018
(01716)

Other Appointments

LANCASTER

S. MARTIN'S COLLEGE OF HIGHER EDUCATION
Lancaster

LECTURER II/SENIOR LECTURER IN ART & DESIGN
(CERAMICS/3D DESIGN)

Applications are invited from graduates with substantial teaching experience in schools for the post of Lecturer II/Senior Lecturer in Art & Design (Ceramics/3D Design) commencing 1st January (or 1st April) 1986. The post involves teaching on B.Ed. (Primary), B.A., P.G.C.E. and in-service courses in Art and Design. Candidates should have experience and expertise within the specific area of ceramics and should be able to contribute to the broader context of Art and Design education.

Further particulars and application forms may be obtained from The Principal, S. Martin's College, Lancaster LA1 3JD. Completed application forms should be returned as soon as possible. (1357)51400

LANCASHIRE COUNTY COUNCIL

AN EQUAL OPPORTUNITIES EMPLOYER

RE-ADVERTISEMENT

LEYLAND RUNSHAW TERTIARY COLLEGE
Langdale Road, Leyland, Preston

Required as soon as possible.

Lecturer - Grade 1. A qualified and experienced teacher is required to be based at H.M. Prison, Wymott, Leyland. Basic education and maths required for this college linked post. Experience with adults helpful. Previous applicants will automatically be considered.

Forms/further details from/to The Principal at the College. (SAE please).

Closing date: 17th October 1985. (01721) 380000

ROYAL NATIONAL INSTITUTE FOR THE BLIND

National Rehabilitation Centre,
Manor House, Torquay

There is a vacancy for an Instructor to teach commercial and communication skills at our Torquay Centre, which provides rehabilitation and vocational assessment for blind and partially sighted people of working age.

The post involves the teaching and assessment of a range of commercial tasks including typing, telephony, accounts, general administration, computing and word processing.

We are looking for someone with a professional teaching or business studies qualification, and preference will be given to those having relevant work experience.

Re-advertisement-previous applicants need not apply.

Salary in the range £6,555 - £8,202, with pension scheme.

For further details please contact Donald A. Jackson, Rehabilitation Services Manager, RNIB, Manor House, Middle Limcombe Road, Torquay TQ1 2NG, from whom an application form and job description can be obtained. For informal enquiries please contact Rehabilitation Programme Manager on 0803 213233. Closing date for applications: 25th October, 1985. 380000
(01040)

HARINGEY EDUCATION SERVICE ADULT EDUCATION

Appointment of

Co-ordinator for Adult Literacy and Numeracy (LII)

A vacancy exists for a co-ordinator for Adult Literacy and Numeracy Services in Haringey. Applicants should be able to demonstrate good experience in these areas of work, have an interest in developing "outreach" basic education, and be able to build up a team approach to the development of literacy and numeracy in the Borough.

Salary:

Burnham Lecturer Grade II £8,964 - £13,743 including London Weighting. Starting salary above the minimum may be paid according to qualifications and experience.

Further details and application forms (SAE please) from: Janet Miller, Further Education, 48-62 Station Road, Wood Green, N22 4TY. Tel: 881 3000 Ext. 3122.

Closing date 18 October, 1985.

(7288)

Haringey

Progress with humanity

Haringey is an equal opportunity employer We welcome your application which will be considered on merit irrespective of race, marital status, sex or any disability you may have

LEEDS CITY COUNCIL

Department of Social Services

TEACHERS (2 POSTS)

Ref TES/226.

THORP ARCH GRANGE COMMUNITY HOME WITH EDUCATION WETHERBY

BURNHAM SCALE 1 + £1110 ASL & £2577 EDA

Thorp Arch Grange is a progressive CHE providing for 78 boys of a wide age range.

Applications are invited from qualified teachers who are able to offer teaching skills in either music, drama, creative art or home economics. The posts are non-resident. Informal enquiries to Mr R Allen, Headmaster, Tel Boston Spa 843640.

Application forms by writing, enclosing SAE to Director of Social Service, Selectapost 9, Merrion House, 110 Merrion Centre, Leeds LS2 8QA.

Leeds is an equal opportunity employer.

Closing Date: 20 days after appearance of this advert. (7287)

EDUCATION DEPARTMENT

RESOURCE CENTRE FOR THE UNEMPLOYED

Applications are invited from experienced and qualified Youth and Community Workers for the post of

Outreach Worker

with at least 2 years experience, at the above Centre which is based in the Upton Centre. All applicants should be able to demonstrate an extensive knowledge and experience of work with young people from the Asian and Afro-Caribbean communities.

The successful applicant will work as part of a team at the above Centre under the general direction of the Centre Manager. The person appointed must be committed to getting the best deal for unemployed young people and must be fully committed to the aims and objectives of the Youth and Community Education Service to combat racism and sexism in all its manifestations.

Salary and conditions of service in accordance with JNC Range 3 (Points 1-5) £7,866 - £8,844 plus London Allowance of £1,038 per annum.

Closing date two weeks from this advertisement.

If you would like to discuss this post further, please contact the Centre Manager, Mary Mangan on 01-472 1056 or Rosemary Finch on 01-534 4545, Ext. 5732.

For application forms and further details, please write to the Director of Education, Education Offices, 379-383 High Street, Stratford, E15 4RD, telephone number 01-534 4545, Ext. 5765. Please quote reference E881.

Closing date:
18 October 1985.

(7368)

An Equal Opportunity Employer — LONDON BOROUGH OF NEWHAM

EDUCATION COMMITTEE

Youth and Community Education Service

Warden

West Ham Youth Centre, Deanery Road, Stratford, London E15

Salary Scale JNC Range 4 (Points 1-5) £9,087 - £10,209 for Youth and Community workers plus London Weighting Allowance of £1,038 per annum.

Deputy Warden

Kensington Youth Centre, Wordsworth Avenue, London E12

Salary Scale JNC 3 (Points 1-5) £7,866 - £8,844 for Youth and Community workers plus London Weighting Allowance of £1,038 per annum.

Applications are invited from experienced and qualified Youth and Community workers, or teachers with relevant experience, for the above posts. The LEA Centres cater for the needs of a wide range of young people, and in particular groups from various ethnic minorities as reflected in the catchment area.

Application forms and further details are available from the Director of Education, Education Offices, 379-383 High Street, Stratford, E15 4RD, Telephone: 01-534 4545, Ext. 5765.

Closing date
25 October 1985.

(7369)

An Equal Opportunity Employer — LONDON BOROUGH OF NEWHAM

COMMUNITY HOMES & ASSOCIATED INSTITUTES

continued

SUNDERLAND

BOROUGH OF SUNDERLAND SOCIAL SERVICES DEPARTMENT
WELLESLEY C.H.E.
Blyth, Northumberland
ASSISTANT TEACHER - GENERAL SUBJECTS
BURNHAM 1 (£5,448 - £8,556) + A.S.A. (£1,110 p.a.)

Wellesley is a Community Home with Education for 56 boys aged between 10 and 17 years.

In addition to General Subjects an ability to offer one or more of the following: - Music/Drama/Humanities, would be an advantage.

Telephone enquiries to the Principal, Mr B. Cadman, Blyth 352773.

Application form and job description obtainable from Staffing Sub-Section, Room S.102, Town Hall and Civic Centre, or by telephoning Sunderland 76161, Ext. 2405.

Closing date for return of completed application forms is 18th October 1985. (01777) 400026

Assessment Centres

MANCHESTER

BURFORD OBSERVATION & ASSESSMENT CENTRE
Clarendon Road, Whalley, Manchester 16
TEACHER BURNHAM Scale 3

A teacher is required for January 1986 for this Social Services establishment for girls, chiefly to take groups of girls aged 13 - 17. The ability to arrange individual education programmes making use of establishments of further education and community resources in order to prepare the young people for independence is required. An organised person with experience of innovative approach to the curriculum and able to relate well to both difficult young people and members of staff of all disciplines is sought.

Application forms and further details from the Chief Education Officer (SS/JC'B), Education Offices, Crown Square, Manchester M60 8SB to whom they are returnable by 16 October 1985. 420000
(01529)

Youth and Community Service

BIRMINGHAM

THE BIRMINGHAM FEDERATION OF BOYS' CLUBS
wishes to appoint a GENERAL SECRETARY to succeed incumbent due to retire end of February, 1986.

Appointment sought for 1st February.

All details and application forms on request from General Secretary, B.F.B.C. Bilbery Hill Training Centre, Rose Hill, Redditch, Birmingham B45 8RT. (18470) 440000

DURHAM

COUNTY COUNCIL
WARDEN
THURSTON COMMUNITY COLLEGE

Applications are invited for the post:-

Full-time Warden - J.N.C. Scale 6 - £6,357 - £8,103
J.N.C. Trainee Scale - £5,335 - £6,984

Stamped addressed envelope for further details and application form returnable by 18th October, 1985 from the Director of Education, County Hall, Durham DH1 5UJ. (01714) 440000

COVENTRY

CITY OF COVENTRY
YOUTH LEADER
YOUTH SUPPORT TEAM

Salary: JNC4b £10,209 - 11,382 (pay award pending)

Temporary appointment until 31 August 1986 to commence as soon as possible, for an experienced youth worker to support and develop youth work with girls and young women in Coventry.

The worker will be a member of the Youth Support Team, a centrally based team of eight youth workers working with Coventry's Youth Service.

The worker will be required to assist with the support and training of workers working with girls and young women and to assist with the development of initiatives and activities appropriate to the needs of young women in the Youth Service context.

For further information ring Judith Bennett, Leader, Youth Support Team on 0203 58073.

Application forms and further particulars from the Director of Education, Room 116, Council Offices, Coventry CV1 5RS. Tel: 0203 25555, Ext. 2054.

Returnable by 18 October 1985.

An Equal Opportunity Employer. (13648) 440000

GRAMPIAN REGIONAL COUNCIL

TILLY YOUTH PROJECT
Aberdeen

Applications are invited for 3 posts in a four-year Project, sponsored by the Regional Council and funded under Urban Aid, based in Tillydrone, Aberdeen. The Project intends to encourage young people to take responsibility for the building, management and direction of the project. Should have proven ability in working with young people, over 21, with relevant experience and/or training.

CO-ORDINATOR

Ref 909/85T. Responsible for overall direction and policy of the Project, as defined by the local management committee. Salary scale £10,653 to £11,619.

PROJECT WORKERS (2)

Ref 910/85T. Salary scale £8,444 to £10,308.

Further information from Margaret Smith (Tel: 0224 486382).

Application forms and further details from Director of Manpower Services, Woodhill House, Aberdeen AB9 2LU. Closing date 25th October. (01750) 440000

LEEDS

LEEDS Y.M.C.A.
YOUTH AND COMMUNITY WORKER
HAWKSWORTH WOOD Y.M.C.A. (Grade 2)

Experienced/qualified worker with Christian conviction required for new family centre in area of need.

For information apply: General Secretary, Leeds Y.M.C.A., Chiey House, Lawnswood, Leeds LS16 6AY. (01767) 440000

DEPARTMENT OF RECREATION AND COMMUNITY SERVICES

Youth and Community Work in Birmingham

The Youth and Community Service in Birmingham has recently undergone a major reorganisation, resulting in a new structure and fresh impetus for people-based work. Arising from this, twelve posts are now available for qualified workers with initiative and drive who wish to be part of this expanding, progressive service.

Youth and Community workers are required in the following Neighbourhoods:—

Castle Vale	— Astral Centre (JNC 3b)
Newtown	— Wallace Lawler Centre (JNC 3a)
Highgate	— Mount Pleasant Centre (JNC 3a)
Weoley Castle	— Square Club (JNC 4a)
Washwood Heath	— Naseby Centre (JNC 4a)
Fox Hollies	— Forum Centre (JNC 3c)
Maypole	— Maypole Centre (JNC 3a)
Small Heath	— Community Centre (JNC 3b)
Lee Bank	— E. R. Masons Boys Club (JNC 4a)
Kingstanding	— 610 Centre (JNC 3b)
Shard End	— Community Centre (JNC 4d)
Erdington	— Malcolm Lockyer Youth Centre (JNC 3a)

Further written details of all posts and an application form can be obtained from:—

The Director, City of Birmingham, Department of Recreation and Community Services, Auchinleck House, Five Ways, Birmingham, B15 1DS.

or by telephoning **021-235 3007.** Frank Knighton will be pleased to answer any questions you may have on 021-235 2277.

Closing date: 18th October 1985.

Applications from employees of the G.L.C. and M.C.C.'s with relevant experience will be welcome.

An Equal Opportunities Employer. (7291)

BIRMINGHAM CITY COUNCIL

ilea Inner London Education Authority

Adult Education

All posts which are Lecturer I to Principal Lecturer are suitable for job share. Applications for job share will only be considered on a paired basis.

ADULT EDUCATION TRAINING UNIT

LECTURER GRADE II

Required as soon as possible a Lecturer Grade II to organize and teach Stage 1 of the ACSET Training Programme in the ILEA Adult Education Training Unit, currently based at the City Literary Institute.

Candidates should have adult education and teaching experience, preferably within an ACSET programme. A commitment to a training philosophy based on experiential learning and the negotiated curriculum is essential. Candidates should be committed to the ILEA's equal opportunities policies and able to communicate them. Salary in accordance with Burnham (FE) Report: £7,548-£14099 plus £1038 London Weighting.

Application forms and job description from: The Clerk to the Governors, The City Literary Institute, Stukeley Street, Drury Lane, London WC2B 5LJ returnable by 16 October 1985. (Please send sae.)

HAMMERSMITH AND NORTH KENSINGTON ADULT EDUCATION INSTITUTE

Wormington Road, W10 5QQ
Tel: 01-969 6393

HEAD OF DEPARTMENT (HOD II)
FASHION, FOOD AND FURNISHINGS

With responsibility for teaching clothes/accessories, Textile Structures, Health and Beauty Workshops, Food Studies, Wine, Flower Arrangement and Indoor Gardening and Furnishings. The successful candidate will have overall responsibility to maintain quality control, curriculum development, in-service training and to effectively manage the resources of the department.

Salary: HOD II £12,522 to £14,118 plus £1,038 London allowance.

Application form and further details from the SAO of the above address. Closing date 18 October 1985.

ISLINGTON ADULT EDUCATION INSTITUTE

Shlngerton Road, N1 3DH
TEMPORARY ASSOCIATE LECTURER (GRADE I (0.6)

Required as soon as possible until 31 August 1986. Vacancy due to leave of absence.

This is a temporary (0.6) teaching post working with Literacy/Numeracy students/people with learning needs arising from mental and physical disabilities. Candidates should have adult literacy or numeracy teaching experience. One or more of the following would be an advantage: experience of working with adults with special needs; an interest in materials/curriculum development; an ability to work independently.

Salary details in accordance with the Burnham (F.E.) Report, Associate Lecturer (Grade I (0.6), £3474-£8775 including London allowance. Details and forms returnable by 16 October 1985 from the SAO at the above address. Ref: SAO/LITI.

HM PRISON HOLLOWAY

Applications are invited for the post of LECTURER II/SENIOR
(BASIC EDUCATION) to teach in the Education Department of HM Prison, Holloway. Candidates should have a qualification in the teaching of Basic Education and some teaching experience. Evidence of organisational ability and of experience in working in an environment of care and informal counselling would be advantageous.

Salary scale in accordance with the Burnham (F.E.) Report. Lecturer Grade I, £7610-£10,512 plus £1038 London allowance. Assistance may be given towards household removal expenses.

Details and forms returnable by 25 October 1985 from the Senior Administrative Officer at Islington ABI (stamped addressed foolscap envelope).

Job Share is not applicable to this post.

ILEA IS AN EQUAL OPPORTUNITIES EMPLOYER

Adult Education

HOUNSLOW

LONDON BOROUGH OF HOUNSLOW

Required for January 1986:-

(a) Associate Lecturer Grade I - 20 hours per week - for English as a second language to Adults based at Heston Community School but with responsibility for developing work in outreach sites as well as in the school; candidates will be expected to have appropriate qualifications and experience. The ability to offer linked skills and/or community languages (Urdu, Punjabi and Hindi etc.) will be an advantage.

(b) A Full Time Lecturer I to teach English as a second Language in the borough-wide programme in Continuing Education for Adults. Candidates should be experienced in working with community groups with multi level ESL needs as well as classes organised at Beginners, Elementary and Advanced level; leading to certificated courses in ESL. Community Languages programme candidates will be required to teach from beginners to 'O' level, one or more of the Asian Languages.

For further information and application forms, write to: Mrs M. Lansley, Spring Grove Centre, Thornbury Road, Isleworth TW7 4QD, or Tel: 01-568 5687, Ext. 12.

Closing date: 18th October 1985.

London Allowance: £678 per annum.

FLOVER. (18355)

Community Homes and Associated Institutes

Other Appointments

ESSEX

COUNTY COUNCIL
Social Services Department
BOYLES COURT

Boyle Court is a multi-purpose centre accommodating 24 children in three units of eight. Two units are for short stay and the third for longer stay. Planned development will increase the number of both short and long stay places available and improve the educational facilities.

Though reasons for admissions to short stay vary and include crisis intervention and remand, all children are assessed with a view to determining their emotional, social and educational needs. Placement in the longer stay units is a planned intervention aimed at returning children to their own families, placing them with substitute families, or preparing them for independent living. Education is provided on the premises and a curriculum is being developed in which teachers and residential social workers participate jointly thus reinforcing an integrated approach to meeting children's needs.

TEACHER

Burnham Scale 2 + £1,10 (former Inner London Allowance).

+ fringe allowances.

This is one of two posts with joint responsibility as an Assistant Officer-in-Charge for the development and implementation of appropriate educational programmes for long and short stay children resident and for the day to day management of the teaching team, and educational resources. Experience of residential care and education is desirable.

For an informal discussion and/or observation, forms please phone Mr C.M. Richmond, Officer-in-Charge, on Harlow (0279) 33933 or write stating age and experience to Mr Wesley Burt, Deputy Director, Social Services Department, County Hall, Chelmsford CM1 1LF. (01811) 400054

HAMPSHIRE

SOCIAL SERVICES

Teacher

GLEN HOUSE O & A CENTRE,
Swanick, Nr. Southampton
Burnham Scale 1 – £5,422 – £8,556 plus Community Homes Allowance of £1,110 p.a.

Glen House school which caters for 40 adolescent boys, needs an energetic and skilful physical educationalist to promote a wide range of sports and outdoor pursuits in small group settings.

The person appointed would complete a team of 6 Education staff and there could be extraneous allowances included in the post.

For informal discussion, please phone Mr J. Taylor (Acting Principal) or Mr Howard Firth (Head of Education) on Locks Heath 8468.

Application forms quoting reference 11067 from Director of Social Services, Trafalgar House, Winchester SO23 8UQ returnable by 21st October 1985.

School Youth Worker

£9,351 - £10,473

Woodhatch School, Reigate

To provide a link between staff of the Youth and Community Service and those of the Secondary schools within the South East Area Education Area, by developing and supporting the Duke of Edinburgh's Award Scheme and contributing to the Social and Personal Education Programme.

The person appointed will be a qualified Youth and Community Worker and it would be an advantage to have experience as a youth tutor/teacher and be familiar with the Duke of Edinburgh's Award Scheme.

Application form from Nick Nicholls, Senior Youth and Community Officer, South East Area Youth and Community Office, Inter-City House, 1-7 Warren Road, Reigate, Surrey. Tel: Reigate 44345. Closing date 18 October 1985. Interviews will be held on 25 October 1985. (7367)

SURREY COUNTY COUNCIL

SEVENOAKS DIVISION

Teacher/Youth Leader

Swanley School, St. Mary's Road, Swanley

Required for 1st January, 1986, an enthusiastic and mature person for the post of Teacher/Youth Leader.

The successful applicant will have a half time teaching commitment in this well established wide ability (11-18 (mixed)) school (Roll 1300). He/she will be responsible for running a programme of activities and social events based on social education objectives and non-sexist approach to youth work in the self contained wing on the site.

This is a Scale III post with London Outer Fringe Allowances. A Staff Development Policy, accredited by INSTEP, operates throughout the Youth Service in Kent.

Further details of the post and an application form from the Divisional Education Officer, 66 London Road, Sevenoaks. For an informal talk about the Youth Work aspect of the post please contact Mr. C. Davis, Divisional Youth & Community Service Officer, on Sevenoaks 459888.

Closing date is 18th October, 1985. (7382)

KENT COUNTY COUNCIL

Buckinghamshire County Council

An Equal Opportunity Employer

EDUCATION DEPARTMENT
Youth and Community Service

FULL-TIME YOUTH WORKER AMERSHAM

Salary JNC 3 (4-8) £8595-£9651 p.a.

Applications are invited from suitably qualified youth and community workers or teachers for this post, based at the purpose built Chiltern Youth Club, Amersham-on-the-Hill. The person appointed will have a commitment to participative forms of youth work and will be expected to undertake outreach work in the Amersham area. This will involve working directly with young people outside the formal youth provision and helping them to identify and meet their needs. The worker will also develop youth work initiatives at the Chiltern Youth Club. The club has a recent history of encouraging young people's active participation.

Telephone enquiries to Mike Lacey, Youth Officer, Amersham (024 03) 22271 ext. 33.

FULL-TIME DETACHED YOUTH WORKER

Central High Wycombe

Salary JNC 3 (4-8) £8595-£9651 p.a.

A qualified youth worker or teacher, preferably with experience of working with young people from ethnic minority backgrounds, is required for this exciting and challenging post working with young people in the 16 to 25 age range, to help them identify and work towards meeting their needs. He/she will be expected to meet them in a variety of situations including the Multi-Racial Centre, shopping centres and cafes. The previous post-holder worked closely with Asian and Vietnamese Women Voluntary Youth Groups which were organised by the young people themselves.

Informal enquiries to Marian Morgan, Senior Youth Worker High Wycombe (0494) 32559.

Application forms and further details from the Chief Education Officer (Ref: J12) County Hall, Aylesbury, Bucks HP20 1UZ upon receipt of a large s.a.e.

Closing date for completed applications for both posts: 28 October 1985. (7281)

YOUTH & COMMUNITY
continued

HAMPSHIRE

HAMPSHIRE & ISLE OF WIGHT ASSOCIATION OF YOUTH CLUBS

Applications are invited from qualified Youth & Community Workers for the post of County Officer for the Association.

Applicants must have managerial experience in a youth work setting. A driving licence is essential.

Salary: Soulbury Main/Senior Range.

Further details and application forms: Mr W.Evans, 3 The Square, Winchester, Hampshire SO23 9ET.

Please mark envelope 'PRIVATE AND CONFIDENTIAL'.

For an informal chat telephone Mr Evans on Winchester 63077.

Closing date for applications: 25 October 1985. (01770) 440000

HUMBERSIDE
COUNTY COUNCIL
EDUCATION - YOUTH SERVICE
ASSISTANT YOUTH WORKER
(2 POSTS) - PORTYORK.
83301/4
J.N.C. SCALE 2 £6,357 - £8,103 UNDER REVIEW
Clanford, North Scunthorpe
Applications are invited from suitably qualified persons for the post of Assistant Youth Worker at Scunthorpe Youth Centre to assist in the present full-time staff in the management and development of this large purpose built youth centre, with specific responsibilities related to work with the young unemployed.
Three posts are being funded for a 3 year period through the Urban Aid Programme.
To obtain application forms and further details please write enclosing a stamped, addressed envelope to the Area Youth Office, 3 Cliff Gardens, Scunthorpe, South Humberside to whom they should be returned by 14th October 1985.
All applicants are considered on the basis of their suitability for the job irrespective of disablement, race, creed, sex or marital status. Disabled candidates whose applications have the written support of their D.R.O. will be guaranteed an interview.
(01730) 440000

LINCOLNSHIRE

AREA YOUTH WORKER - BOURNE

Experienced youth workers are invited to apply for this post based at Bourne Youth Centre. Duties will involve professional support to voluntary youth groups in the area as well as the management of the base centre. The person appointed will join a county team of 23 full-time members.

JNC conditions and salary Range 3, points 4 - 8; £8,595 - £9,651. Removal expenses will be paid in approved circumstances.

Application forms and further particulars are available from the Director of Education (FR/PJC), Education Department, County Offices, Newland, Lincoln LN1 1YQ. Closing date two weeks from the date of this advertisement.
(01135) 440000

OXFORDSHIRE
COUNTY COUNCIL
COMMUNITY EDUCATION TUTOR (YOUTH)
Wantage
Salary: JNC 3 (pts 4-8. £8,595 - £9,651)
This is an exciting opportunity for a person with drive and energy who will be able to develop a wide range of opportunities for people of all ages in Wantage and the surrounding rural area. You will be part of a Community Education team and will be in a position to develop community links within Wantage School and with other local educational and voluntary organisations. This is primarily a developmental post and applicants will need, as well as appropriate qualifications, a commitment to innovative work.
Application forms and further details from the Community Education Office, 35c Mill Street, Wantage, to be returned within 2 weeks of the appearance of this advertisement. SAE please. This is a readvertisement.
(01895) 440000

OLDHAM
METROPOLITAN BOROUGH

OLDHAM CENTRE FOR COMMUNITY EDUCATON

HEAD OF CENTRE

LECTURER 2 (Werneth/Failsworth)

Candidates with experience of community/adult education are invited to apply for this post within the Community Education Service in Oldham from January 1986.

Application Forms/Further details (sae) from the Director of Education (AD/PE), Old Town Hall, Middleton Road, Chadderton, Oldham OL9 6PP returnable to him by 21st October 1985. 440000
(01891)

ROTHERHAM
METROPOLITAN COUNCIL

Rotherham is an equal opportunities employer

DEPARTMENT OF EDUCATION

YOUTH TUTOR - WINGFIELD YOUTH CENTRE

Salary: Burnham Primary/Secondary Scale 3 or 4

Applications are invited from qualified and experienced full-time youth workers or teachers for the post of Youth tutor. The person appointed will be responsible for the management of a well-established Youth and Community Centre in its own premises. The post also involves the development of work with young people leaving Youth Training Schemes, community groups and liaison with the adjacent Wingfield Comprehensive School. An occasional car user allowance is payable and the Authority can offer some assistance towards removal expenses.

Closing Date: 14th October, 1985.

Further particulars are available from the Director of Education, Mr. P.E.F. Tidy, Norfolk House, Walker Place, Rotherham S60 1QT. (Tel: 0709 3821. Ext. 3217) to whom written applications, giving names and addresses of two persons for references, should be submitted. G. Crane, Director of Personnel Services.
(06571) 440000

TRAFFORD
METROPOLITAN BOROUGH OF TRAFFORD
EDUCATION DEPARTMENT
Applications are invited from suitably qualified and experienced persons for the post of FULL-TIME YOUTH WORKER at Partington Youth Centre.
Salary: N.C. Scale 2 £6,357 - £8,103.
For further details and an application form, please Tel: 061-975 3253, Ext. 3169.
Closing date Tuesday 22nd October 1985. (01921) 440000

WIGAN
DEVELOPMENT EDUCATION
Project Worker: 3 years; relating unemployment to the operatives. Third World alternative marketing. Working through RE departments etc. Job share considered.
Details: The Chairman, Lancs. Dist. 1 Malvern Close, Winstanley, Wigan WN3 6UZ. 440000
(01703)

Overseas Appointments

JAPAN
CLI
English language school in Japan seeks teachers for January 1986. Enthusiastic university graduates for children and adult classes.
Please apply with C.V. and photo as soon as possible to: CLI, Yagisaka Building 2F, 1-1 Uomachi, Kokura, Kitakyushu, Japan 802. 460000
(06565)

EFL/ESP

KUWAIT
EFL/ESP Instructors required for oil industry training centre. Must be graduate teachers with TEFL qualification and minimum two years TEFL experience.

TURKEY (ISTANBUL)
Graduate Teachers with PGCE required for English medium High Schools in Istanbul.

Contracts single status one year renewable. Free accommodation. Tax free salaries and benefits.

INDONESIA
EFL/ESP Instructors required for In-Company work. 18 month contract. Free accommodation. Excellent conditions.

Send C.V. with photocopies of qualifications and passport photo to: Recruitment Manager, ELT Bunbury, 30 Bloxfair, Bunbury, Cheshire. 460000
(01730)

Technical Education Post Overseas

Botswana Polytechnic

Head of Teacher Education and General Studies

Duties: to head the Teacher Education and General Studies Department; co-ordinate teaching and development within the department; lecture up to 12 hours per week; develop course content and review existing curricula; collate material and resource requirements; prepare and control the department's budget; carry out any other duties requested by the Principal.

Qualifications: candidates, preferably aged 40-57, should be UK citizens with a British educational background. Applicants should have a degree or equivalent in a technical field plus six years' teaching experience and five years' industrial experience. A teaching qualification and previous overseas experience are desirable.

Salary: a basic salary paid locally by the Government of Botswana on a scale ranging from Pula 12,996-15,996 (£1=P2.76) plus a normally tax-free supplement paid by the British Government under its aid programme of £6,966 (single) or £9,030 (married). Other benefits include end of contract gratuity payment, free air passages for officer and dependant family members plus baggage allowance. Officers may also be eligible for children's boarding school allowances and holiday visits for UK based children. Appointment grant.

Contract: initially for 30-36 months with the Government of Botswana, preferably starting as soon as mutually convenient.

Closing date for applications: 18 October 1985.

Reference: 85 K 0ff

For further details and an application form, please write, quoting the post reference number, to: Overseas Educational Appointments Department, The British Council, 90-91 Tottenham Court Road, London W1P 0DT.

The British Council

THE CIVIL AVIATION COLLEGE (GULF STATES)

requires a

MATHS/PHYSICS INSTRUCTOR

to teach these subjects 'A' level.

Applicants should have a good honours degree in physics with a minimum of ten years teaching experience.

Experience of teaching in the Scottish or English Educational system would be an advantage.

Previous Gulf experience would also be an advantage as would an interest in aviation.

Salary scale: US$2,500 per month with $50 annual increment.

Apply in writing to: **Mr Jassim Al Nusf, Principal Civil Aviation College (Gulf States), PO Box 4050, DDHA – Qatar** 7268

TEFL POSTS IN TOKYO

Stanton School of English Tokyo is seeking 10 Full Time English Language Teachers for its 2 present schools and its 2 new schools opening in Spring 1986.

Applicants should have university degree and minimum RSA preparatory certificate or equivalent, with at least 1 year's TEFL experience. Contracts minimum 1 year with paid return flight.

Starting salary in the region of £11,000 per annum. Also comprehensive increment system, free health insurance, free travel to and from work and baggage allowance. Appointments commence March 1986. Demonstration lessons and interviews October.

Send full C.V. to Stanton School of English, 28 Hereford Road, London W2 5AJ. (7102)

STANTON SCHOOL, TOKYO TEACHER TRAINER

Applications are invited for the new post of director of teacher training at this well-established and respected school in Japan. The three year contract will be from April 1986.

Duties will include setting-up, teaching and administering RSA.

Courses, in-service training, observation and guidance of other teachers and acting as local supervisor for RSADTP course.

Qualifications: a first degree, a teaching qualification and considerable experience of teaching and running RSA courses for native speakers of English. Experience of teaching in Japan is advantageous.

Remuneration: Salary of pounds sterling 20,000 a year, rising to pounds sterling 25,000 in second year. Housing allowance of 80,000 yen per month and baggage/settling-in allowance of pounds sterling 1,500 plus up to 3 return air-tickets (depending on number of dependants). Holiday 33 days a year.

Interviews will be held in Cambridge 4-8 November. Applications with full C.V. and 2 referees should be sent to M.J. Martin, Marketing Co-ordinator, Bell Educational Trust, Hillcross, Red Cross Lane, Cambridge, CB2 2QX, England, by 18 October. (7008)

MALAYSIA

Primary School – Teacher in Charge

A teacher in charge is required for a small British primary school at Terengganu in Malaysia for January 1986.

The school serves the expatriate employees of a well-known British firm and can take up to 15 children between the ages of 5-11 years. The candidate must therefore be a qualified and experienced primary teacher preferably with overseas experience.

The contract is offered for 18 months. The salary is in the region of £14,000 p.a. tax free. Generous benefits inloude free accomodation. For further details and an application form please apply to:

The Director
World-wide Education Service
Strode House
44-50 Osnaburgh Street
London NW1 3NN
Tel: 01-387 9228

Interviews are expected to be held in London in the week beginning 21 October 1985.

OVERSEAS POSTS
continued

EUROPE

TEACHER EXCHANGE (Europe)

British teachers of Modern Languages currently employed in this country are invited to apply for a post-to-post exchange in Austria, Belgium, Federal Republic of Germany, France, Spain and the U.S.S.R. in the academic years 1986-87. Appointments are for one year, one term or half a term. A small number of exchange appointments are also available in Denmark.

Please write for further details to: Teacher Exchanges Europe (TEE 1), Central Bureau for Educational Visits and Exchanges, Seymour Mews House, Seymour Mews, London W1H 9PE. Tel: 01-486 5101. 460000
(06436)

FRANCE. Recently retired graduate couple with T.E.F.L. experience wanted to help start school of English. Tel: 062 67 6435. 460000
(01856)

KENYA
WANTED - Teacher for 11 yr. old girl with moderate learning difficulties and articulation problems in Mombassa, Kenya until July 1986. Accommodation provided, expenses paid. Salary negotiable dependant on qualifications and experience.
C.V. and names of two referees to Ms. C. Stebbing, Knightsmead School, Garth Road, South Ockendon, Essex. Closing date October 25th. (13486) 460000

KENYA
BRAEBURN HIGH SCHOOL
Nairobi, Kenya
Teachers for the following subjects will be required for January 1986.
1. Physics/Chemistry with Mathematics.
2. Remedial with English.
3. Computer Studies O & A Level.
Applications with full C.V. to the Headmaster, Braeburn High School, Box 45112, Nairobi, Kenya. 460000
(13835)

KENYA
GREENSTEDS INDEPENDENT SCHOOL
Required for January 1986 a teacher of Woodwork and Technical Drawing to Cambridge 'O' Level.
Apply with full C.V. and a photograph to The Headmaster, Greensteds School, Private Bag, Nakuru. 460000
(01708)

KUWAIT
For January 1986. Prestigious new school requires for expanding secondary department graduate teachers for mathematics, physics and history.
C.V., photograph and telephone number to the Headmaster P.O. Box 23283, Safat, Kuwait, Arabian Gulf. 460000
(13575)

NEW ZEALAND
The following appointments will be made to the staff of Wanganui Collegiate School for February 1986 - (1) English (2) Chemistry.
Qualified teachers wishing to apply should write immediately to The Headmaster, Wanganui Collegiate School, Private Bag, Wanganui, enclosing a Curriculum Vitae plus the names of two referees and send a complete copy of this same information to Mr. R.O. Sims, Shrewsbury School, Shrewsford. (13837) 460000

TEACH ON EXCHANGE IN USA

Qualified British teacher/lecturers of all subjects with 5 years experience currently teaching full-time in the UK are invited to apply for post to post exchange appointments in the USA during the 1986/87 academic year.

Teachers/lecturers are seconded on full UK salary with all incremental position and social security rights safeguarded. Travel expenses and a cost of living allowance are payable.

Further details and application forms from: TEC (AI), The Central Bureau, Seymour Mews House, Seymour Mews, London W1H 9PE. Tel: 01-486 5101. 460000
(06436)

Posts Overseas

Singapore

Three Humanities Tutors
Singapore Ministry of Education Junior Colleges
Post 1: English teacher to teach Literature and General Paper.
Post 2: Geography teacher to teach Physical, Human and Economic Geography and Practical Work.
Post 3: History teacher to teach European History 1450-1964, World Affairs since 1960, and, if possible, History of South East, South and East Asia 1824-1954 and World History before 1497.

Duties: to prepare pre-university students for the Singapore Cambridge University GCE 'A' level examination, as well as the Oxbridge Entrance Examination and to work alongside American tutors preparing scholars for admission to the USA Ivy League Universities.
Qualifications: candidates must be qualified teachers with a good honours degree in the relevant subject, preferably with a Master's degree and at least six years' experience of preparing students for the Oxbridge Entrance Examination in the appropriate subject. Candidates should be UK citizens and hold British qualifications.
Salary: from $$28,150-$$48,300 (£1=$$3 approximately). Salaries are free of local income tax.
Benefits: personal allowance, child and education allowances (up to two children), baggage and accommodation allowances plus economy air fares at beginning and end of contract. Terminal gratuity on completion of contract.
Contract: two years with the British Council renewable by mutual agreement.
Starting dates: preference will be given to candidates available to start 2 January 1986, although, for posts 2 and 3 only, March 1986 is acceptable.
Closing date for applications: 11 October 1985. Please telephone 01 580 0572 ext 41/44 for details and application form.
Reference: 85 A 49-51

Oman

Teacher of English
The British Council English Language Centre, Salalah

Duties: to teach English as a Foreign Language for 24 contact hours per week at all levels from absolute beginners to intermediate.
Qualifications: candidates must be male, aged 25-45 with a First degree plus PGCE (TEFL) or RSA Dip. TEFL and minimum three years' TEFL experience, preferably some of it overseas. Some experience of teaching Arab students desirable.
Salary: RO 3,980-RO 4,680 per annum (£1=RO 0.4590 approximately), point of entry dependent on qualifications and experience.
Benefits: overseas allowance, transport allowance, free furnished accommodation, fare paid annual leave plus local leave, baggage allowance, reasonable medical expenses.
Closing date for applications: 22 October 1985.
Reference: 85 D 126-127

Key English Language Teaching Scheme

The KELT scheme is part of Britain's Aid Programme to developing countries.

Ivory Coast

English Language Adviser/Teacher Trainer, Sous Direction des Etudes, de l'Animation et du Controle Pedagogique (SDEACP): Inspectorate, English Section, Abidjan.

Duties: contributing to the multivariate role of the Inspectorate/Supervising service for teachers of English; aiding the SDEACP English team to organise in-service seminars; identifying unqualified serving teachers requiring professional upgrading at the ENS; identifying serving teachers for TEFL diploma courses in the UK; collaborating in workshops to encourage teachers to develop ELT aids and working towards development of teachers' centres where these can be shared; advising on materials development on a joint programme within the ENS.
Special Qualifications: candidates must have a First degree plus a teacher's certificate, an MA in Applied Linguistics/TEFL and teacher training experience; at least five years' overseas experience, preferably including Francophone Africa, good written and spoken French; ability to drive.
Salary: $10,153-$12,438 per annum.
Overseas Allowances: $1,231-$8,014 per annum depending on salary and marital status.

Congo

English Language Adviser, Institut de Recherche et d'Action Pedagogiques (INRAP), Brazzaville

Duties: the postholder will be responsible for promoting and developing syllabus design and elaboration; supporting and developing materials production; assisting the department in developing teacher support guides; advising on the selection of textbooks for use in schools; developing collaboration between INRAP, Institut National Superieur des Sciences de l'Education (INSEED), the Arts Faculty, Inspectors and Teachers to co-ordinate ELT policy strategies at national level.
Special Qualifications: candidates, aged 30-55, must have a First degree, plus a PGCE and MA in Applied Linguistics/TEFL, and relevant experience in syllabus design/development and testing and materials production including three years' overseas, preferably in Francophone Africa. Good written and spoken French essential.
Salary: $10,153-$12,438 per annum.
Overseas Allowances: $2,989-$8,839 per annum depending on salary level and marital status.
Reference: 85 K 56

Cameroon

Post 1: Director, the Government of Cameroon's Teaching Centre, Yaounde.

Duties: responsibility under the Project Co-ordinator for design and teaching of courses, training of teaching staff, development of materials with the assistance of a KELT specialist; day to day running of the Centre; staff management; teaching up to a maximum of four hours per week.
Special Qualifications: candidates, preferably aged 35-50, must possess a first degree plus a Master's degree in TEFL or Applied Linguistics; at least five years' relevant experience overseas preferably in Francophone Africa; proven ability to work with government officials and manage a team overseas; good written and spoken French.
Salary: £11,863-£16,158 per annum.
Closing date for applications: 11 October 1985. Please telephone 01 580 0572 ext 41/44 for details and application form.
Reference: 85 K 71

Post 2: Specialist in Course Design, Materials Production and Teacher Training, the Government of Cameroon's English Teaching Centre, Yaounde.

Duties: the holder of this post will be responsible for assisting the Director in designing and implementing level tests; course design; selecting, writing, adapting and trialling course materials; designing and implementing student assessment procedures; teaching up to a maximum of four hours per week.
Special Qualifications: candidates, preferably aged 30-50, must possess a first degree plus a Postgraduate Diploma in TEFL; a Master's degree in TEFL/Applied Linguistics is desirable; at least five years' relevant experience overseas; a basic knowledge of French is essential.
Salary: $10,153-$12,438 per annum.
Overseas Allowances: $2,731-$8,714 per annum depending on salary level and marital status.
Reference: 85 K 72

GENERAL QUALIFICATIONS: for all of the above ODA funded posts candidates must be UK citizens with a British educational background.
Benefits: salary free of UK income tax; free family passages; children's education allowances and holiday visits; free furnished accommodation; outfit allowance; medical scheme; baggage allowance; employer's contribution to a recognised superannuation scheme or an allowance of 11 per cent of salary in lieu.
Contracts: initially for two years with the British Council. Posts tenable from November 1985.
Closing date for applications: 22 October 1985.

For further details and an application form, please write, quoting the post reference number, to: Overseas Educational Appointments Department, The British Council, 90-91 Tottenham Court Road, London W1P 0DT.

The British Council

A Vacancy exists for a

METHODIST YOUTH OFFICER

to serve within the

dey

LONDON DISTRICTS REGION

of the Methodist Church in London and the Home Counties.

We are looking for a creative person with Christian commitment and leadership and administrative ability. Training in Youth Work or work with children and experience in work with adults is essential.

Salary: Soulbury Scale for Youth and Community Service Officers, Main Range, Points 2 to 8.

Details: Mr David M. Dalziel
MDEY,
2 Chester House, Pages Lane, Muswell Hill, London N10 1PR

Closing date: 14th October 1985.

(7226)

YOUTH WORKER

(FULL TIME)
REF. JM/1985/SN.
SALARY: JNC 3 (1-5)
£7866 – 8844

Experienced Youth Worker required from Jan 1st 1986 for grant aided post at ST. NICHOLAS CHURCH YOUTH CENTRE, Ecumenical Parish of Yate New Town Avon County.

Further details & application form from
John Morris (Bath 21406)
Methodist Youth Officer
Keiston, Bath
BA1 9AE

Please quote reference number

Deputy Youth and Community Worker

£6,621–£8,367
Required at Coopers Hill Youth and Community Centre, Begshot Road, Bracknell to identify, develop and organise a wide and varied programme of activities aimed at providing recreational and educational opportunities particularly for young people in the 14–21 age range. Applicants must be qualified Youth and Community Workers or teachers with youth work experience and have the ability to work as part of a team, experience of working with young and unemployed people, together with a knowledge of recreational activities, including the Duke of Edinburgh Award Scheme. Administrative and group work skills, and a knowledge of counselling are also an important part of this post. Comprehensive in-Service training and personal supervision. Relocation expenses in approved cases.
For informal discussion telephone Malcolm Penny, District Youth and Community Officer on Bracknell 53539.
Application form and job specification from Director of Education (YCS), Education Department, Shire Hall, Shinfield Park, Reading RG2 9XE. (SAE PLEASE)
Closing date 21st October.
An Equal Opportunity Employer

Royal County of Berkshire

HACKNEY COUNCIL FOR RACIAL EQUALITY

In conjunction with the COMMISSION FOR RACIAL EQUALITY invites applications for a

COMMUNITY RELATIONS OFFICER (EDUCATION)

SALARY: £9,945 – £12,852
(Inclusive London Weighting Allowance)

To work for racial equality programmes in Education together with the Education Liaison officer and in liaison with relevant ILEA departments and local Black community organisations.

Applications are invited from candidates – preferably aged 25-45 with an education background and with knowledge and experience of working with the Black Community. Starting salary dependent on experience and qualifications. Contributory Pension Scheme and inservice training provided.

Application forms available to candidates with relevant experience and qualifications from:

H.C.R.E
1 Crossway, London, N.16
Telephone: 01-241 0097

CLOSING DATE: FRIDAY, 25th October, 1985 (6666)

METROPOLITAN BOROUGH OF ST HELENS
COMMUNITY EDUCATION DEPARTMENT

Community Tutor (2 Posts)

(Soulbury HT Group 4 £11,112 – £12,384)

Qualified teachers with appropriate qualifications and/or experience in community education are required for the full time post of community tutor.

The authority intends to develop community education and community schools commencing with a pilot schools project in two areas of the authority.

You will be assigned to a community high school and have a major responsibility for the development of community education on a local and area basis.

The newly created post offers an opportunity to play a key role in the authority's initiative. Enthusiasm together with a strong commitment to community education are required.

Application forms and further details from the Community Services, Personnel Officer, Century House, Hardshaw St, St Helens, Tel. St Helens 24061 Ext. 3431 or 23899, to whom applications forms should be returned by 14th October, 1985.

St Helens
METROPOLITAN BOROUGH
PUTTING THE COMMUNITY FIRST

THE
RASHID SCHOOL
FOR BOYS

DUBAI, U.A.E.

This is a new independent English medium secondary day school set up by the Government of Dubai to provide a British style education for selected Arab and non-Arab boys. First pupils will join the school in September 1986.

APPLICATIONS ARE INVITED FOR THE POST OF:

DEPUTY HEADMASTER

The appointment is on married status and carries a tax free salary of £17,000 to £20,000 in local U.A.E. Dirhams plus free air conditioned accommodation, utilities, annual leave passage, health care and a car.

Application forms and further information may be obtained from the Headmaster-elect, Mr. I.D. Watson, Rashid School for Boys, The Headmaster's House, Giggleswick School, Settle, North Yorkshire, telephone Settle 2547.

Applications should be submitted not later than October 25, 1985.

OVERSEAS POSTS
continued

SAUDI ARABIA
English Teacher urgently required for Saudi Arabia. TEFL experience useful but not essential.
Full CV and copy qualifications to Arthur Lyon at Malcon Dolphin and Kenny Ltd., 178/202 Great Portland St., London W1N 5TB quoting Ref. 3233. (13814) 480000

TURKEY
Would you like to teach English in Turkey with 14 other British teachers? Having recently expanded, we now need more teachers. We are offering an Attractive Local Salary, Free Furnished Accommodation; Travel Expenses; Medical Cover. Interested?
Then send c.v. and photo immediately to The English Language Centre, Altisarmak Cad., Izzet Ulus Ishani Kat 3, Bursa, Turkey. (16488)460000

SPAIN
BARCELONA, Spain
Required for January 1986 experienced teacher of Maths and Physics to A level. Knowledge of Computer Studies an advantage.
Reply with C.V. and photo to Anglo American School, Apartado 132, Castelldefels, Barcelona, Spain. 460000
(01199)

SOULBURY HT GROUP 8
£14,664 - £15,963
(subject to April 1985 pay award)

Do you possess a strong commitment to management training and development and are you looking to develop your own career?

If so, and you possess appropriate professional qualifications and have a proven record in the provision of management training and development, we have a vacancy within the Education Service which could suit you.

Management Development is a crucial part of the Authority's INSET strategy which is currently under review with the prospect of considerably enhanced resources including substantial funding. The postholder will be required to coordinate the provision of management training in the county with major responsibility in the Education Service.

We are looking for someone who is highly motivated, is an original thinker, can communicate at all levels and has substantial and senior experience in both management and the development of management skills.

Whilst the postholder will be based on the campus of Cornwall College of Further and Higher Education, Pool, Redruth, he/she will be expected to travel widely both in and out of the county; an essential car allowance will be payable. The appointment is initially for 5 years at the end of which time there will be the opportunity of renewal or transfer to other work in the county at the same salary level.

Application forms and further details from the Secretary for Education, Room 207, Education Department, County Hall, Truro, on receipt of a stamped addressed envelope.

Closing date: Monday, 21st October 1985. 480000
(13760)

CORNWALL
COUNTY COUNCIL

EDUCATION DEPARTMENT

Required from: 1st January, 1986

CO-ORDINATOR OF MANAGEMENT DEVELOPMENT

SOULBURY HT GROUP 8
£14,664 - £15,963
(subject to April 1985 pay award)

Do you possess a strong commitment to management training and development and are you looking to develop your own career?

If so, and you possess appropriate professional qualifications and have a proven record in the provision of management training and development, we have a vacancy within the Education Service which could suit you.

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Application forms and further details from the Secretary for Education, Room 207, Education Department, County Hall, Truro, on receipt of a stamped addressed envelope.

Closing date: Monday, 21st October 1985. 480000
(13760)

Administration
Local Education Authority

HARINGEY
LONDON BOROUGH OF HARINGEY
ACCIDENT PREVENTION OFFICER
SALARY: £8,577 - £9,354
SCALE: 5
To join a small team involved in reaching Road & Safety to people of all age groups, but primarily to school children.
You will be qualified by experience in teaching Road & Safety and be capable of producing and using a wide range of audio/visual teaching aids produced within the Accident Prevention Division. Duties will also include shared responsibility for maintaining P.C. Road Accident Statistics. This position offers a wide range of interesting work, having considerable responsibility and job satisfaction.
You should have current or recent experience in instructional techniques with young people but lacking Road & Home Safety knowledge, could be appointed on Scale 4 with subsequent upgrading. Possession of the Polytechnic Certificate in Road Safety studies will be an advantage.
You must possess a current driving licence.
An Essential User Car Allowance is payable.
Contact: The Personnel Section, Room 208, Hornsey Town Hall, The Broadway, Crouch End, Hornsey N8 9JJ. Tel: 01-340 3320, Ext. 249 between 9.45 am - 4.45 pm.
Closing date: 18th October 1985.
HARINGEY IS AN EQUAL OPPORTUNITY EMPLOYER. 480000
(01305)

Teachers/Teacher Trainers

Cut out for the Third World?

VSO is looking for teachers of maths, science, EFL/ESP, vocational subjects (commerce, secretarial skills, home economics, woodwork, metalwork, agricultural science) and specialist teachers of the handicapped to work in schools and colleges from Kenya to Kiribati.

Candidates should be aged between 20 and 65, without dependants and willing to be posted for two years – with payment based on the local rates.

You need understanding and sensitivity as well as a real concern to combat all exploitation – whether economic, racial, political or sexual.

(Most employers, by the way, will give VSO volunteers leave of absence.)

For more information, please complete this coupon, cut out and post to **Enquiries Unit, Voluntary Service Overseas, 9 Belgrave Square, London SW1X 8WP.**

I'm interested in volunteering. My qualifications or experience are

Name
Address

VSO is working overseas
Charity no 313757

VSO also needs builders, engineers, teachers, horticulturists, community & health workers, fishermen and many more.

TES/4/10

(22p S.A.E. appreciated)

DERBYSHIRE COUNTY COUNCIL IS AN EQUAL OPPORTUNITY EMPLOYER.

DERBYSHIRE
County Council

Adviser for Education/ Industry Links

(Soulbury Scale Equivalent to Group 5 Headship (£15,792 to £17,112: pay award pending))

Applications are invited for the post of Adviser for Education/ Industry Links. The successful applicant will work as a member of the County's Advisory Team and will cover the whole of the county and be based in Matlock. The post holder should be a car owner.
The purpose of this post is to develop and improve links between Schools, Colleges and Industry and to assist in a development of the curriculum particularly in relation to its relevance to adult life and employment.

Application forms and further details may be obtained from the Director of Education, County Offices, Matlock (telephone 0629 3411, extension 6428). Applications should be made as soon as possible and not later than 11 October 1985. Applications will not be acknowledged unless a stamped addressed envelope is supplied.

Buckinghamshire County Council

MILTON KEYNES AREA

An Equal Opportunities Employer

BUCKINGHAMSHIRE TECHNICAL AND VOCATIONAL EDUCATION INITIATIVE

TWO TVEI CURRICULUM LEADERS

Salary: Burnham Scale 4 or Lecturer II

1. Information Technology 2. Business Education

In September 1984 TVEI was established in eight Comprehensive Schools and the College of Further Education in Milton Keynes. The Authority now wishes to further develop the initiative by appointing two more Curriculum Leaders to join a central team responsible to the Buckinghamshire TVEI Co-ordinator.

The successful applicant will lead the delivery of curriculum innovation in Information Technology and Business Education by providing appropriate INSET and classroom support, by developing new teaching materials and assessment procedures, and by advising on resources. The team of Curriculum Leaders is based in Milton Keynes and enjoys close links with the city's new technology industry.

Those are permanent appointments with Buckinghamshire Education Authority.

For further details and an application form contact
Gordon Vincent, Buckinghamshire TVEI Coordinator,
Milton Keynes Area Education Office,
1 Witan Gate East, Central Milton Keynes, MK9 2BE
enclosing a foolscap stamped addressed envelope.
Tel: (0908) 667611

7290

CHIEF INSPECTOR

Salary: £20,475 – £21,744
Per Annum Inclusive
(Group 12 + London Weighting)

The authority seeks to appoint a person of outstanding managerial and professional ability to give positive leadership to the authority's work in enhancing educational standards and to direct developments in various areas of the curriculum. Applications from employees of the GLC and MCCS with relevant experience will be welcome.
Please quote reference: ED 827.
Closing date: 23.10.85.
Application forms obtainable from Personnel Office, Room A/204, Town Hall Annexe, Now Broadway, Ealing W5 2BY. Telephone (01) 840 1095 (24 hour service).
All salaries are inclusive of London Weighting Allowance.
All posts are open to male and female applicants unless otherwise stated.
Special consideration will be given to disabled persons whose qualifications and/or experience are relevant to the post for which they apply.

Ealing
London Borough

7292

The Centre for British Teachers Limited

Trainers for In-Company EFL
GERMANY
January 1986

We are seeking English language teachers to work in an industrial training environment.

Do you have any of the following:-
- a teaching and TEFL qualification
- experience in EFL or ESP
- the ability to exploit modern classroom methods and technology
- the desire to be part of a highly professional training team
- potential you would like to develop

If so, apply for further details to:
Ms. Jude Brooks (TG1),
The Centre for British Teachers,
Quality House, Quality Court,
Chancery Lane, London WC2A 1HP
Tel: 01-242 2882

TVEI Related In-Service Training Scheme (TRIST)

TRIST CO-ORDINATOR

£12,888-£14,184 + £676 London Allowance

The Authority has made a successful submission to the Manpower Services Commission for the provision of funds to enable a TVEI Related In-Service Training Scheme to be implemented between September 1985 and March 1987.
The Authority seeks to appoint a Co-ordinator from January 1986 who will be responsible for ensuring that the TRIST proposals are implemented and developed.
Applications are invited from well-qualified and enthusiastic persons with a proven record in curriculum support and staff development appropriate to the TRIST scheme.
The TRIST Co-ordinator will be responsible to the Director of Education and Chief Inspector for the management of the scheme and will work closely with head teachers and inspectors.
The successful applicant will be appointed on a full-time, permanent basis to the service of the Authority, with the offer of appropriate alternative employment should the TRIST Scheme cease in March 1987.
Application forms and further particulars available from Director of Education (Ref A/T/TRIST/ARCC), The Grove, Carshalton, Surrey SM5 3AL (SAE please). Closing date: 17th October 1985. (7309)

LONDON BOROUGH OF
SUTTON

Adviser for Languages
Adviser for Music

Salary: Soulbury – Burnham H.T. Group 8
(£14,664 - £15,963 p.a. Pay award pending)

Applications invited from candidates who are well qualified, who have substantial and appropriate teaching experience in schools and who have knowledge of current curriculum thinking and practice.

Application forms and further details are available from the Director of Education, Civic Centre, Newcastle upon Tyne, NE1 8PU and are to be returned by the 14th October, 1985. (7305)

City of Newcastle upon Tyne
This is an Equal Opportunities Advertisement

Applicants are considered on the basis of their suitability for the post, regardless of ethnic origin, sex, marital status or disability.

ADMINISTRATION – LEA
continued

GLOUCESTERSHIRE
COUNTY COUNCIL

EDUCATION DEPARTMENT

ASSISTANT EDUCATION OFFICER

SALARY £12,885 - £14,085

This new post to be established in April 1986 will support the Senior Education Officer with responsibility for school libraries in South Gloucestershire area of the Authority.

Applicants should have had teaching experience and appropriate administrative experience which may have been gained in a local education authority or an education establishment.

Further details and application forms may be obtained from the Chief Education Officer, Shire Hall, Gloucester GL1 2TP. Tel: Gloucester 425337, to whom applications are to be returned by 25th October, 1985. (01985) 480000

KIRKLEES
METROPOLITAN COUNCIL
DIRECTORATE OF EDUCATIONAL SERVICES
GENERAL INSPECTOR (HUMANITIES)
Post Number 332396
Burnham HT Group 5 - Salary £15,792-£17,112
Headquarters, Old Gate House, Huddersfield
Applications are invited from teachers with appropriate qualifications and experience and who have a special interest in History and Peace education. Candidates should have a deep commitment to in-service education and be capable of offering professional oversight of the authorities teachers centres.
Application forms and further details (s.a.e.f.e. please) from the Director of Educational Services, Old Gate House, 2 Old Gate, Huddersfield to whom completed forms should be returned within 14 days of the advertisement.
The Council operates a trade union membership agreement.
Equal opportunity employer. (01429) 480000

SOUTH TYNESIDE
BOROUGH OF SOUTH TYNESIDE
EDUCATION DEPARTMENT
CAREERS SERVICE
SPECIALIST CAREERS OFFICER (Continued Education) £8,979 - £9,591 p.a.
A vacancy for a Specialist Careers Officer (Continued Education) exists at South Shields Careers Office. The post carries responsibility for vocational guidance work with sixth form pupils and college students. Applications are invited from experienced Careers Officers who must hold the Diploma in Careers Guidance.
CAREERS OFFICER
£7,920 - £8,697 p.a.
A vacancy for a Careers Officer exists at South Shields Careers Office. The post carries a school based workload, together with the normal range of duties associated with work with employers, unemployed young people etc. Applicants must hold the Diploma in Careers Guidance and applications from students who have completed Part 1 of the professional qualification will be welcome.
Application forms and further details are available from the Chief Personnel and Management Services Officer, Westoe Hall, Westoe Village, South Shields (Tel: South Shields 564968) and should be returned by Noon on 18th October 1985. 480000
(13758)

Administration
General

KENT
HOLMEWOOD HOUSE SCHOOL
Tunbridge Wells TN3 0EB

I.A.P.S. Boarding/Day School

The Governors invite applications for the non-residential post of

BURSAR

which will become vacant in September, 1986.

For full details apply Headmaster quoting TES. (16480) 500000

CET

COUNCIL FOR EDUCATIONAL TECHNOLOGY FOR THE UNITED KINGDOM

DIRECTOR

The Council for Educational Technology is concerned with the development and application of educational technology in all aspects of education and training throughout the United Kingdom.

The present Director of CET will retire on 31 January 1986. The Council therefore seeks applications to fill this important post.

The Director of CET is responsible to the Council for the totality of its activity: including organising the business of the Council, developing the Council's strategy and programme policy in the light of the Council's overall policy decisions, controlling the implementation of the programme, acting as finance officer for the Council as a publicly funded body, and representing and speaking for the Council in the UK and overseas.

Applicants will need a high level of management experience, particularly in financial matters, a comprehensive understanding of the education and training systems of the UK, comprehensive understanding of information technology and high professional standing in the field of educational technology.

Salary in the range **£23,669** *to* **£28,301.**

Fuller details of the post are available on application to the Chairman, CET, 3 Devonshire Street, London W1N 2BA.

Closing date 1 November 1985.

(7363)

Specialist Careers Officer

(4 POSTS)
£7,920–£9,591
Qualified and experienced careers officers required for the following posts

Post A Specialist in working with the handicapped, based at Shire Hall but initially involving work in the East of the County.

Post B Further Education specialist based in Reading with work in Reading and Newbury. As an expanding area of work, candidates must be interested in developing new approaches to guidance in this field.

Post C Two posts – Specialist Officer for the more able, based in the Bracknell and Wokingham Division for which an additional £201 per annum is payable.

Assistance towards removal expenses may be available and use of car essential for all posts.
Application forms and further details (enclose SAE and state which post interested in) from the Director of Education (C), Shire Hall, Shinfield Park, Reading RG2 9XE.

Closing date 21st October.

An Equal Opportunity Employer

Royal County of Berkshire

A major challenge in the management of change

Stronger forward planning and greater management effectiveness are key aims of a major re-organisation of the Education Department of the largest Metropolitan District Council in England and Wales.

Birmingham Education Committee, with a net revenue budget of £245 million, over 25,000 employees and nearly 500 Schools and Institutions to run, has approved changes designed to sharpen up analysis of central policy issues, improve communications at all levels and contribute to more efficient use of resources for enhancing educational services in the City.

SECOND DEPUTY CHIEF EDUCATION OFFICER
(Forward Planning and Policy Development)

£22,995 – £25,290
(£23,829 – £26,205 with effect from 1.4.86)

This new post is created at Deputy Chief Officer level to help meet the challenge of managing a service which now faces major issues of resource allocation, changing population structure, inner city deprivation, and the maintenance and development of the highest possible professional standards in the classroom.

The post holder will lead a newly created Forward Planning and Policy Development Unit which will combine research, service and capital planning and data analysis with curriculum and teacher development. Candidates must have substantial management experience, a track record of successful policy implementation in a complex organisation and the ability to communicate well in a professional or lay environment.

ASSISTANT CHIEF EDUCATION OFFICERS (SCHOOLS)

£19,926 – £21,492

Two senior management posts are offered in newly created Schools Divisions. A key task will be to strengthen liaison with Headteachers on a wide range of operational matters affecting the efficient performance of schools.

The post holders, reporting to the Deputy Chief Education Officer, will each lead a team which includes school advisers and carries responsibility for school management, staffing and services provided directly to schools. They will also participate fully in the Departmental Management Team and be expected to contribute positively to educational policy development.

Candidates who should have proven leadership qualities and management experience, must demonstrate a capacity for stimulating fresh ideas in curriculum management, whilst maintaining close contact with the field and ensuring sound day-to-day procedures for implementing agreed policies and systems.

If any of these posts attract you, please send for further details. Informal contacts encouraged and can be made at any stage by telephoning Sarah Wager or Louise Cole on a special line – 021-235 2458.

Application forms (returnable by Monday, 21st October) and further details from:-

The Chief Education Officer, Personnel Branch, Room 11, Education Office, Margaret Street, Birmingham B3 3BU. Telephone: 021-235 2601 or 021-235 2587.

Applications from employees of the GLC or MCC's with relevant experience will be welcomed.

City of Birmingham
An equal opportunities employer

DURHAM COUNTY COUNCIL
EDUCATION DEPARTMENT

Subject Adviser for Special Education

Salary Scale: Soulbury (Head Teacher Group 8)
£14,664 – £15,963

Applications are invited from well qualified and experienced teachers for the post of Subject Adviser for Special Education. The successful candidate's main responsibilities will be to advise on matters relating to the County's Special School establishments and educational support for all handicapped pupils. An interest in and experience of work with pupils having special educational needs in ordinary schools will be an advantage.
Application forms and further details obtainable from the Director of Education, Schools Section, County Hall, Durham on receipt of a stamped addressed envelope to be returned by 18th October, 1985.
A union membership agreement is in force and applies to this post. (7341)

The Royal Society for the Protection of Birds
RSPB Director
(Information & Education)

The RSPB, Europe's largest voluntary nature conservation body, is a dynamic, fast growing membership organisation (400,000 adult members and 86,000 children and young people). To meet the challenge of the changing social scene the Society is looking for a Director to take over all responsibility for public relations and effective communication.

Specific responsibilities are for departments dealing with Education, Publications, Films & Photographic, Development (membership activities) and the Press Office.

This is a senior post (arising from a retirement and re-organisation of duties) reporting to the Director-General. As a member of the Directorate, the person appointed will take part in discussions and decisions on all major matters affecting the Society's work.

Candidates, aged 35-50, must have relevant experience at senior level and appropriate degree and/or other professional qualifications, with a commitment to the Society's wildlife conservation aims.

Starting salary approximately £19,000. Closing date for applications: October 21st 1985.

Full particulars and application form (send S.A.E.) from Personnel, RSPB, The Lodge, Sandy, Beds. SG19 2DL. (7307)

NATIONAL WRITING PROJECT

Project Officers

A major three year project on children's writing has been established by the School Curriculum Development Committee. A Project Officer is required to join the existing team for a period of 2 years from Spring 1986; another Project Officer will be required from September 1986.

Candidates should have:
- experience of curriculum development in schools
- knowledge of current theory and developments in writing
- an overview of the curriculum 5-16
- ability to write and lecture clearly and fluently

Appointment
For 2 years on either fixed term contract £12,345 - £15,166 (inc. London Weighting) or candidates may wish to apply for secondment on present salary plus an allowance.

For application forms and further details contact:— Admin Team, SCDC, Newcombe House, 45 Notting Hill Gate, LONDON W11 3JB. Telephone 01-229 1234 ext. 292/3.

Closing date: 18/10/1985.

(7018)

WEST GLAMORGAN COUNTY COUNCIL

Social Services Department

MENTAL HANDICAP STRATEGY

West Glamorgan has recently received approval and financial support from the Welsh Office to proceed with a long term strategy designed to make significant improvements over a number of years to the level of community-based provision for Mentally Handicapped people within the County. Responsibility for planning and implementation of the strategy locally is vested in a Joint Policy Working Group with the full involvement of both the Statutory Services and the Voluntary Parental movement within the County.

The early stages of the strategy are currently being implemented and applications are invited for the following posts from suitably qualified and experienced persons interested in participating in a range of exciting new developments.

Applicants must be car owner/drivers for which casual car user rate of allowance will be payable.

SENIOR STAFF DEVELOPMENT CO-ORDINATOR
REF: SVP/04/260 (R)
Eagle Street, Port Talbot

To lead new initiatives in staff development on an inter-professional basis in order to promote practical implementation of the strategy. There are good arrangements for joint planning and collaboration and the person appointed will be a member of a county development team as well as having active links with Swansea University Centre for Applied Social Studies.

Initial priorities will include development and co-ordination of in-service orientation programmes; professional support for staff tutorial, appraisal and management functions; and development of wider educational initiatives.

There is good professional and academic support and the person appointed will also have practical resource and organisational back-up.

Appliance must be car owner/drivers. Casual user allowance is payable.

Salary: £11,280 – £12,168 per annum

TRAINING OFFICER
REF: SVP/04/261(R)
Eagle Street, Port Talbot

Applications are invited from capable and, energetic persons to join an enthusiastic team as development officer for staff training and educational activities. The work calls for creativity in the use of communications media and materials, teaching skills, as well as good organisation and administrative abilities in support of various projects.

Applicants must be car owner/drivers. Casual car user allowance will be paid.

Salary: £9,975 – £10,638 per annum

For application forms write to: The County Clerk, Central Personnel unit, County Hall, Swensea, SA1 3SN. Enclosing a large stamped addressed envelope (first class). Closing date for the receipt of completed application.

Firday, 18th October, 1985

Please quote appropriate reference number (7284)

ADMINISTRATION – GENERAL
continued

KINGSTON UPON THAMES

KINGSTON POLYTECHNIC ACADEMIC REGISTRY

ASSISTANT ACADEMIC REGISTRAR
(Validation)

Salary grade PO/F:- £13,554 - £14,682 including London allowance

A well-qualified person is required to fill this new post within Kingston Polytechnic's Academic Registry. Particular responsibilities will be the operation of the Polytechnic's internal validation procedures, acting as a focus for relationships with validating bodies (e.g. C.N.A.A.) and deputising for the Academic Registrar.

Experience and understandings of committee work and validation procedures would be an advantage. Closing date 25th October 1985.

Application forms and further details, quoting post no. AR1, from Staffing Officer, Kingston Polytechnic, Penrhyn Road, Kingston upon Thames KT1 2EE. Tel: 01-549 1366, Ext. 205.

This post is subject to LAGBC "ring fence" procedure and with their agreement it is now being offered on an unrestricted basis. Applications are invited from persons with appropriate qualifications or experience, but priority will be given to employees of GLC or MCCs. (13888) 500000

RUGBY

DIRECTOR (DESIGNATE) OF CITY CHALLENGE

This post carries national responsibility for setting up and running personal development courses based on community projects in major city locations.

The Director will also be a member of the Senior Management Team of Outward Bound and be expected to contribute to the development of the work of the Trust.

Experience and skills in working with groups of people and good administrative capability are necessary.

Salary scales: £10,850 - £13,050 p.a.

It is hoped to make the appointment as soon as possible and to work with the present Director until May, 1986.

Further details may be obtained by writing to: Ian L. Fothergill, Director, Outward Bound Trust, Chestnut Field, Regent Place, Rugby CV21 3JP.

Closing date: 18th October, 1985. (13609) 500000

PLEASE MENTION THE T.E.S. when replying to advertisements

READING

UNIVERSITY OF READING

BIOTECHNOLOGY

A Development Officer is required for a fixed period from January 1986 until April 1987 for this Manpower Services Commission funded project in the School of Agriculture. The project is concerned with biotechnology in schools, with particular emphasis on the formulation of in-service training materials for teachers. Knowledge of basic microbiological techniques is essential and relevant teaching experience in secondary school science is desirable. Salary may be up to the equivalent of Burnham Scale 4. Secondment may be considered.

Apply (IMMEDIATELY, quoting Ref. R44A for Application Form to Personnel Officer, University of Reading, Whiteknights, P.O. Box 217, Reading RG6 2AH. (Tel: (0734) 875123, Ext. 255. Closing Date 18th October 1985. (16465) 500000

Child Care

COTSWOLD COMMUNITY

Wiltshire Social Services)

A residential group living worker is required to join the staff team of this rural therapeutic community. You will provide long term care, treatment and education for emotionally disturbed adolescent boys. It is an opportunity to get involved in the lives of young people in a real and meaningful way. Applicants require a high level of commitment, concern, patience and humour.

Please write, describing yourself, to John Whitwell, Cotswold Community, Ashton Keynes, Wiltshire SN6 6QU (Tel: 0285 861239). We will send you a full description of our work and arrange an informal visit. (13813) 540000

Educational Psychologists

HARINGEY

LONDON BOROUGH OF HARINGEY
LOCUM EDUCATIONAL PSYCHOLOGIST
with Special Responsibility for the Social Services Department Assessment Service
Salary according to age and qualifications £9,924 - £13,017 inclusive (AT Scale 4.4 - HT Group 1/4).

Applications are invited from suitably qualified candidates for this full time post. You will join a team of seven Educational Psychologists (including three seniors). The Haringey School Psychological Service has been engaged in reviewing the service it provides in the light of the 1981 Education Act and is seeking to work on a preventative basis.

You will be based at the Tetherdown Child Guidance Centre, in addition to the School Psychological Service duties, you will join the Social Services Department Assessment Service Team to contribute to their multi disciplinary assessments.

The post will be for 9 months in the first instance.

The Education Service is fully committed to ensuring that its workforce is widely representative of the community it serves and would especially welcome applications from members of minority ethnic groups and from women.

Further information may be obtained from Miss J. Gardiner, Senior Educational Psychologist, Child Guidance Centre, Tetherdown, London N10. Tel: 883 1094.

Application forms and job description are available on request from the Chief Education Officer, Education Offices, Station Road, London N22. (Tel: 881 3000, ext. 3131), quoting reference 1644A.

CLOSING DATE - 1st November 1985.

HARINGEY IS AN EQUAL OPPORTUNITY EMPLOYER. (01506) 560000

Leicestershire

SENIOR EDUCATIONAL PSYCHOLOGIST

School Psychological Service/
Child and Family Guidance Service.
Salary: HTB: £14,664 – £15,963 per annum

Applications are invited for this interesting, varied and challenging post as one of four senior educational psychologists. The successful applicant will be expected to lead a team of educational psychologists based in Leicester currently covering the south area of the county. The service is however, undertaking a full review of structure and organisation and an ability to contribute towards this senior management group in the service is essential.

Essential car allowance/car loaso scheme. Removal and disturbance expenses in approved cases.

Further information may be obtained from Mr. J.A. Wallis, Principal Educational Psychologist (telephone Leicester 555051).

Previous applicants will be considered unless they indicate otherwise.

Application forms available on receipt of SAE from the Director of Education, Room 26, County Hall, Glenfield, Leicester LE3 8RF.

Closing date: 25th October, 1985. (7345)

"EQUAL OPPORTUNITIES POLICY.
Applications are welcome from suitably qualified and/or experienced people regardless of race, ethnic origin, religion, sex, marital status or disability"

EDUCATION DEPARTMENT

EDUCATIONAL PSYCHOLOGIST

Salary: In the range of £10,635 to £16,017 including London Addition)

A fully qualified Educational Psychologist is required to join the Service as soon as possible. Applicants should possess an honours degree in psychology or its equivalent, teaching experience and post graduate professional training.

The Schools' Psychological Service is housed in an excellent purpose built centre from which the team of 7 educational psychologists and 8 specialist teachers serve an estimated population of approximately 36,000 young people in the 10-19 age range. The Service is well equipped and supported by good secretarial staff.

There will be considerable opportunity for the successful applicant to develop particular areas of interest in a progressive Service.

Contact Mr. G.E.F. Trickey, Principal Educational Psychologist, Seabrook House, 22 Shipton Close, Dagenham, Essex RM8 3AR. Telephone: 01-593 7577 for further particulars and application forms.

Closing date: 21st October 1985 (7299)

London Borough of
BARKING and DAGENHAM
an equal opportunity employer

EDUCATIONAL PSYCHOLOGISTS
continued

BIRMINGHAM CITY COUNCIL

AN EQUAL OPPORTUNITIES EMPLOYER

EDUCATION DEPARTMENT

CHILD ADVISORY AND PSYCHOLOGICAL SERVICES (CAPS)
(UNIVERSITY OF BIRMINGHAM FACULTY OF EDUCATION

Professional Training Course in Educational Psychology

ASSOCIATE TUTOR AND SENIOR PSYCHOLOGIST (TRAINING)

Soulbury (Head Teacher Group 9) £18,798 - £17,1198

Applications are invited from experienced educational psychologists for the above post, which will be based in the Department of Educational Psychology at Birmingham University.

The post is an appointment as honorary lecturer and involves teaching both practical and theoretical components of the course, involvement in its planning and administration, and the supervision of fieldwork. For this latter function the post holder will be based with a CAPS area team.

Informal enquiries may be made to the Course Tutor, Brian Roberts on 021-472 1301, Ext. 2781 or to the Chief Psychologist, Les Parson on 021-235 2199.

Further particulars and application forms (returnable by 18th October 1985) from: - The Chief Education Officer, Personnel Branch, Room 11, Education Office, Margaret Street, Birmingham B3 3BU. Tel: 021-235 2601. (01008) 560000

Examiners

LONDON REGIONAL EXAMINING BOARD

Applications are invited for the following posts for the 1986 series of examinations:

ADDITIONAL EXAMINERS (Mode 2 examinations)

Use of Computers
Italian
Geography
Physical Education

MODERATORS (Mode 3 examinations)

English
Computer Studies
Aerospace
Dance
Italian
Electronics
Classical Studies

EXAMINERS

History
French

ASSESSORS

History
French

VISITING ASSESSORS (resident within a 40 mile radius of Charing Cross)

Home Economics
Drama
English (Oral)
Woodwork
Graphical Communications
Design Technology

Application forms may be obtained from D.E. Board, A.L. Secretarial Examining Board, Lyon House, 104 Wandsworth High Street, London SW18 4LE. Tel: 01-870 9144 to whom completed application forms should be returned NO LATER THAN 18TH OCTOBER 1985. (16488) 600000

RSA EXAMINATIONS BOARD

requires an

ADMINISTRATOR

to manage a number of assessment schemes in the Office Studies Sector. Experience of working with Committees and a wide range of people is essential, as is ability to work under pressure.

Salary £8,550 (inclusive of London Weighting) plus LVs. Interest-free season ticket loan available.

Application forms (to be returned as soon as possible) from James Richardson, RSA, John Adam Street, Adelphi, London WC2N 6EZ. Tel: 01-930 5115, Ext. 299. (18181) 600000

YORKSHIRE AND HUMBERSIDE REGIONAL EXAMINATIONS BOARD

Applications are invited from serving teachers in the Board's region for the following posts for the 1986 CSE examinations:

Assistant Chief Moderators - English Literature; Drama & Needlecraft.

Duties will commence immediately after appointment.

Further particulars and application forms, which must be returned by Friday, 8th October, 1985, may be obtained from The Secretary (DW), Yorkshire and Humberside Regional Examinations Board, Scarsdale House, 136 Derbyshire Lane Sheffield S8 8SE (Tel: Sheffield (0742) 557456). (01867) 600000

Ancillary Services

BUCKINGHAMSHIRE

WYCOMBE ABBEY SCHOOL
High Wycombe, Buckinghamshire HP11 1PE
SENIOR MATRON

Required in January a State Registered Nurse for general surgery duties to the school in main school building. She has moreover responsibility for the general health of girls in three houses, and in two houses is also responsible for laundry, state of dormitories and the appearance of the girls concerned. She has a Assistant Matron to help her. (01087) 640000

NORTH YORKSHIRE

BRECKENBROUGH SCHOOL
Thirsk, North Yorkshire

HEADMASTER GROUP 4(8)

Required for April 1986 for this non-maintained special school for maladjusted boys of superior intelligence. The school caters for about 56 boys with an age range of 10 - 17 years.

At present the Headmaster's wife is employed as Domestic Bursar/Senior Matron and there may be an opportunity for the candidate's wife to fill this position. Also from April 1986.

Application form and further particulars from The Headmaster. (01013) 640000

Miscellaneous

A SALES CAREER with Sun Life Assurance Company of Canada offering an interesting and rewarding future combining security and real opportunity. Full training, unlimited prospects and executive income. Suitable applicants, aged between 24 and 40, can be employed in the area of their choice. Phone 01-930 8400, Ext. 267 or write Mr. R. Calley, 2/4 Cockspur Street, London SW1Y 5BH. (16983) 660000

ALTERNATIVEOPPORTUNITIES FOR TEACHERS

Are you an unsettled teacher in an unsettled profession?

Can you hope for satisfying career development when there are simply not enough jobs to go round?

We can offer you rewarding alternatives that will make full use of your hard-earned communication and management skills. Windsor Life is an established and expanding unit linked life assurance company with an impressive record of success. Every year we train men and women from differing professions to equip them for a new career in financial services.

Financial rewards are high and job satisfaction considerable. To find our more, explore the alternatives by contacting Jeremy Oakley on Windsor (07535) 68144.

or writing to Windsor Life, Royal Albert House, Windsor, Berks, SL4 1BE. (01017) 660000

DIOCESE OF BATH AND WELLS

RELIGIOUS EDUCATION ADVISER

FOR

SCHOOLS AND PARISHES

The Diocese wishes to appoint a Person (lay or ordained for the above post. Applicants should be qualified teachers, and be communicant members of the Church of England.

Details and application form: The Director of Education, The Old Deanery, Wells, Somerset BA5 2UE.

Please enclose applications by 25/10/85. (01133) 660000

CUSTOMER SERVICE ENGINEERING INSTRUCTOR

Microdata Information Systems are today recognised as one of the leading suppliers of sophisticated mini computer systems in the UK with an international reputation for product quality, reliability and innovation.

We are currently seeking an instructor to join the Engineering Training Secion at our Customer Service Headquarters based in Hemel Hempstead. Our instructor's commitments are the maintenance of a three year scheme of training for our Trainee Service Engineers and the on-going provision of training to UK based and overseas service engineers.

The subject matter is mini computer systems. The objectives are that the engineer shall install, maintain, and repair those systems.

Our primary consideration is that candidates have a demonstrable skill in teaching. Satisfied in that respect, we will then consider how his or her technical background may contribute to the work of the section.

In addition to excellent working conditions, we offer a salary commensurate with your experience, a contributory pension scheme, free life assurance, and a company car.

Please apply in writing with full details to: Mr. N. Barton-Davis, Senior Instructor, Microdata Information Systems Ltd., Maxted Close, Hemel Hempstead, Herts.

Microdata
MCDONNELL DOUGLAS INFORMATION SYSTEMS LIMITED

LONDON

Required immediately Laboratory Assistant, Mornings only, £4ten,/Biol.
Apply: Principal, Queen's Gate School, 133 Queen's Gate, London SW7 5LF. (01114) 660000

MASTERS/MISTRESSES/ MATRONS/SECRETARIES

requiring posts in Independent Schools should write with c.v. to: P.J.M. Marriage, Rd., Billingshurst, Sussex. (16514) 660000

TEACHER/ACTORS wanted immediately for 'Learning Through Action' reading. Established T.I.E. company. M.S.C. eligibility ruling. Ring 0734-685556. (01885) 660000

Ealing
London Borough

EDUCATION SERVICE

TECHNICAL AND VOCATIONAL EDUCATION INITIATIVE ADVISORY TEACHER FOR TVEI

Burnham Scale 4 + £1038 per annum London Weighting.

The authority has made a successful submission to the Manpower Services Commission to pilot a project TVEI programme which will commence in September 1986.

Applications are invited from well-qualified and enthusiastic teachers capable of contributing to curriculum support and staff development appropriate to the implementation of Technical and Vocational Education.

INFORMATION TECHNOLOGY

Information Technology forms an integrated cross-curricular module of the authority's pilot TVEI programme. The post offers the opportunity to co-ordinate the implementation of a major element of the curriculum.

Applicants should have a broad understanding of the relevance of computer education and the increasing possibilities of Information Technology.

In appropriate cases, subject to condition, assistance may be granted for legal fees for house purchase, removal expenses, lodging, subsistance and travelling expenses, whilst looking for accommodation.

Application forms and further details from Chief Education Officer, Hadley House, 79-81 Uxbridge Road, Ealing W5 5SU (SAE) please.

Closing date: 18th October 1985. (7370)

Switch to Computing?

c.£7,100 -£8,500

London & Reading

Are you considering a career change?

CAP is one of the largest UK computer system consultancies. We have a strong commitment to employment at graduate level and provide full training in programming, systems analysis and design, leading to subsequent consultancy careers. We expect to recruit 180 graduates in 1986 with some vacancies in January and February. In past years many of these positions have been filled by graduates switching careers.

A graduate level education is important, irrespective of your degree subject. We are happy to see applications from Arts and Humanities Graduates. If you are interested, please write for more information on our graduate careers in computing to: Graduate Recruitment Officer, CAP Group plc, 283 High Holborn, London WC1V 4DJ.

CAP
Building Better Systems

Metropolitan Borough of
CALDERDALE

SOCIAL SERVICES DEPARTMENT

GROUP WORKER

£7,920 – £8,697

We require an experienced female intermediate treatment officer to work as part of a team at Ovenden Cottage Day centre whose aim is to meet the needs of delinquent youngsters who have behavioural and education difficulties.

Applicants should have experience of working in a formal and informal way with individuals and small groups, and must be able to make a positive contribution to the varied work of the centre. The exercise of control in an effective but flexible way is an important part of the task.

Applicants are invited from people holding an appropriate qualification in social work, youth work or education. A clean driving licence is required by the post-holder.

The terms and conditions of the post are those applying to local authorities APT and C staff.

For informal discussion phone Mr C Merchant, Centre Manager on Halifax (0422) 51813.

Job description and application forms can be obtained from The Director of Social Services, Wellesley Park, Gibbet Street, Halifax HX3 0BA. Tel: Halifax 53581.

Closing date: 18th October 1985. (7295)

KIRKLEES
Metropolitan Council

Directorate of Social Services

INTERMEDIATE TREATMENT WORKER

Kirklees Northorpe Barn Project, Mirfield

Salary: Level 1/2 pts 18-25 or 27 if suit qual £8,900-£8,697 or £9,282 if suit qual

The project is a joint venture between Northorpe Hall Trust and Kirklees Social Services forming an integral part of the community services to children and families within Kirklees. The worker will be based at Northorpe Hall and will be expected to develop and run both "Barn based" and "area based" groups in conjunction with the project workers and field Social Workers.

Applicants will need an appropriate qualification and preferably experience in this field of work.

Because of the nature of the duties applicants must possess a full driving license and the successful applicant will be required to have a car available. The post attracts an essential car user allowance and car loan facilities.

Informal enquiries welcomed by Mr Len Goad, Project Leader, Kirklees Northorpe Barn Project, tel Mirfield (0924) 492183.

For application form & job description please send SAE to the Director of Social Services, Oldgate House, 2 Oldgate, Huddersfield, to whom completed forms should be returned within 14 days of this advertisement.

The Council Operates a Trade Union Membership Agreement. Equal Opportunity Employer. (7315)

ST HELENS COMMUNITY EDUCATION DEPARTMENT
EDUCATION ADVISORY UNIT

Educational Psychologist

Salary Scale £12,363 – £14,979

Applications are invited from fully qualified Educational Psychologists. Casual car user allowance available.

Application forms and further details available from the Community Services Personnel Officer, Chief Executive's Department, Century House, Hardshaw Street, St Helens, Merseyside, WA10 1BR, Tel: St. Helens 53969/54863. Closing date: 18th October 1985 (7314)

StHelens
METROPOLITAN BOROUGH
PUTTING THE COMMUNITY FIRST

Universities of Manchester Liverpool Leeds Sheffield and Birmingham

JOINT MATRICULATION BOARD
EXAMINERS FOR THE GCE

Teachers with appropriate professional qualifications and three or more years' teaching experience are invited to apply for appointment as examiners in

English Language
English Literature
Mathematics
Physics
Computer Studies

For further information apply in writing to the Secretary marking the envelope 'Examiner'.

Teachers who have been informed that they are already on the Board's reserve lists do not need

PEAK NATIONAL PARK CENTRE
LOSEHILL HALL

YOUTH AND SCHOOLS LIAISON OFFICER
SO1 (£9975 - £10638)

Involves liaison with LEA's, teachers, schools and young people in and around the National Park. Teaching experience and enthusiasm for environmental education and conservation essential.

SEASONAL FIELD ASSISTANTS (2 POSTS)
SCALE 1 (£460 per month approx)

Qualified Graduate Biologist, Geographer or Environmental Scientist required February. Teaching experience desirable. Residential accommodation provided.

Please send large SAE (10" x 7") for further details and application form to:— Peter Townsend, The Principal, Peak National Park Centre, Losehill Hall, Castleton, Derbyshire, S30 2WB.

TVEI PROJECT DIRECTOR

Salary Scale: Soulbury Headteacher Group 10

£16824 - £18141

The Authority has submitted a TVEI proposal to MSC for a September 1986 start. The Project Director will be appointed as from 1st January 1986 (or sooner if possible) subject to MSC approval being given to the submission. Interviews will take place on 29th October 1985.

Sheffield's TVEI submission involves 3 schools and a college of further education and is predicted on radical curriculum change.

Applicants should have a successful record of curriculum innovation, a sound knowledge of curriculum developments and direct experience of educational management.

APPLICATION FORM AND FURTHER DETAILS ARE AVAILABLE FRM THE CHIEF EDUCATION OFFICER (REF ST/PP/PB), PO BOX 67, LEOPOLD STREET, SHEFFIELD S1 1RJ AND SHOULD BE COMPLETED AND RETURNED BY 18TH OCTOBER. (7287)

City of Sheffield
An Equal Opportunity Employer

MISCELLANEOUS
continued

UNIVERSITY OF OXFORD

COMPUTING TEACHING CENTRE

The Computing Teaching Centre (CTC) is a small but rapidly expanding department which provides tuition to both undergraduates and graduates on most aspects of computing. As a result of recent developments the CTC now intends to appoint an addition

COMPUTING TEACHING OFFICER

In order to extend both the range and quantity of courses that can be offered.

Applications for this post are invited from graduates with high-level programming experience and, preferably, some experience in the use of database systems or other application packages. The CTC places great importance on the quality of its teaching and demonstrable teaching ability is at least as important as technical expertise.

The appointment will be for a fixed period of five years in the first instance. With initial salary at a point dependent upon age and experience on the academic related 1B grade (salary scale £6,600 to £10,330, currently under review).

Further particulars may be obtained from the Director, Computing Teaching Centre, 38 Great Clarendon Street, Oxford OX1 2BH, to whom applications including the names of three referees should be submitted no later than Wednesday 31st October, quoting reference CTC/8536. (01046) 660000

All advertisements are subject to the conditions of acceptance of Times Newspapers Ltd, copies of which are available on request.

Outdoor Education

DEVON

SKERN LODGE OUTDOOR CENTRE

Excellent value for money residential adventure activity programmes. Tel: 75992 or write Skern Lodge, Appledore, Bideford, Devon EX39 1NG.

See our main advertisement on Page 20. (16114) 680000

DURHAM COUNTY COUNCIL

SENIOR CO-ORDINATOR

Derwentside Special Measures Team

Applications are invited from suitably qualified persons for the post of Senior co-ordinator for the Derwentside Special Measures Team. This is a team of 3 workers responsible for working with the unemployed and established groups throughout Derwentside, based at Consett. It is expected that the Co-ordinator will take responsibility for developing work with the long-term unemployed which will be one of the main priority areas in the second phase of the team's development.

Stamped addressed envelope for further details and application forms, returnable by 16th October, 1985 from the Director of Education, County Hall, Durham DH1 5UJ.

(7328)

WELSH NATIONAL OPERA

needs a

Community and Education Assistant

to work on a wide variety of projects.

Sue Harris, Community and Education Officer, is looking for someone who is energetic, quickwitted, sociable and who is prepared to throw themselves into an exciting but exacting job.

Car Driver essential, musical background preferred, typing ability an advantage.

Salary range £6,600.

For further details telephone Sue Harris or Kathryn McDowell on 0222 464666.

Letter of application and CV to Sue Harris, Welsh National Opera, John St, Cardiff, CF1 4SP by 14 October 1985.

Jobshare possible

Closing date 11th October 1985. (7329)

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COUNTY COUNCIL

An Equal Opportunity Employer

ONE SENIOR/ACTOR TEACHER & TWO ACTOR/TEACHERS WANTED FOR LEICESTERSHIRE SCHOOLS THEATRE COMPANY

Applications are invited from teachers with acting experience or from actors with good educational experience for the following posts in the Leicestershire Schools Theatre Company which is based at the Knighton Fields Centre, Leicester under the general direction of the County Adviser for Drama and Dance.

One Senior actor/teacher to take responsibility for the work and day to day running of the company. Salary £7,482 pa. Subsistence and travelling expenses.

Two actors/teachers to perform and to assist with the general work of the Company. Salary £6,489 pa. Subsistence allowance whilst touring.

Further details and application forms may be obtained from the Director of Education, County Hall, Glenfield, Leicester LE3 8RF. Tel: Leicester 871313, Ext. 771667.

Closing date for applications 11th October, 1985.

All posts run from 1st January 1986 to 31st July 1987. (01621) 660000

ADVENTURE DAYS

ACTIVITY HOLIDAYS BASED AT THE WATERFRONT CENTRE

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* Development training - YTS, TVEI.
* Field Studies.

We offer fully residential courses from £55 + VAT per week.

If you can't come we have video's plus, full colour brochures available on request. (18590) 680000

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SKERN LODGE
Devon

Qualified instructor drivers required for March 1986. Interviews by arrangement a.s.a.p. R.A. Thiel Instructors and/or Climbing Canoeists (B.C.U. or S.C.A. or I.C.I.).

Apply with C.V. or Tel: John Watson, Skern Lodge Outdoor Centre, Appledore, Bideford, Devon, EX39 1NG (02373) 75992). (16113) 680000

DURHAM

COUNTY COUNCIL
FULL-TIME OUTDOOR PURSUITS & DEVELOPMENT WORKER
COUNTY Y.M.C.A.

Applications are invited from suitably qualified Youth and Community Workers under the J.N.C. Report, for the above-named post at County Y.M.C.A. The successful person will be required to maintain and further develop a wide range of outdoor activities. The salary is J.N.C. Scale 1, £5,535 - £7,065.

This is a two year appointment whilst the incumbent is taking a two year initial training course.

Stamped addressed envelope for further details and application form, returnable by 18th October, 1985 from the Director of Education, County Hall, Durham DH1 5UJ. (01712) 680000

KINGSLEY ADVENTURE SCHOOL, North Devon - owned and run by exteaching couple. Telephone for our video. 05373 70371. (05303) 680000

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COUNTY COUNCIL
MILLTHORPE SCHOOL
Nunthorpe Avenue, York YO2 1PS

Scale 3 teacher to be responsible for OUTDOOR PURSUITS TUITION required from January 1986. Applicants must possess or be working for relevant qualification. Please state particular interests and supporting subjects.

Apply by letter as soon as possible to the Headmistress at the school, with C.V. and names of two referees. (13751) 680000

SHROPSHIRE

Group tutors required to join an enthusiastic team for the 1985-86 programme of YTS courses at a Shropshire activity centre.

Enquiries by post to Squilver, Ratlinghope, Shrewsbury. 05886/347. (13831) 680000

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Squilver for schools. An activity centre specialising in school programmes in the beautiful Shropshire hills. Qualified staff, two resident teachers, many activities and places of interest locally. Squilver, Ratlinghope, Shrewsbury. 05886/347. (13832) 680000

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School journeys, Field Courses, Outdoor Pursuits, Coastal and Moorland. Comfortable, Comprehensive facilities. Good Food. Licensed Bar. Free Preview Weekends. Contact the Course Manager. Tel: 0548 550997. (19449) 680000

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Tel: Bude (0288) 2493/2662

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£10.00 (fully refundable for subsequent booking). An ideal opportunity to taste us and see what we can offer.

If you're involved in arranging:
* Multi-activity courses.
* Residential Experience.
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* Field Studies.

We offer fully residential courses from £55 + VAT per week.

If you can't come we have video's plus, full colour brochures available on request. (18590) 680000

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School journeys, Field Courses, Outdoor Pursuits, Coastal and Moorland. Comfortable, Comprehensive facilities. Good Food. Licensed Bar. Free Preview Weekends. Contact the Course Manager. Tel: 0548 550997. (19449) 680000

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Interested in working overseas? Why not train to teach English to Speakers of Other Languages.

Open Polytechnic Distance Training programme plus residential. Leading to: Certificate in TESOL; Associate Diploma (TESOL); Licentiate Diploma (TESOL).

For full details write or phone quoting TESOL/3 TESOL Centre, Sheffield City Polytechnic, Totley Hall Lane, Sheffield S17 4AB. Tel: (0742) 360941. (16632) 700000

V.S.O.

Please see display ad under Overseas Appointments. (13717) 700000

English as a Second Language

BROMLEY
LONDON BOROUGH OF BROMLEY

BROMLEY ENGLISH LANGUAGE UNIT
RAGLAN (JUNIOR) SCHOOL
Raglan Road, Bromley, Kent BR2 9NE

Required as soon as possible for two terms only, a qualified Primary teacher with ESL/EFL qualifications, or experience. Own transport essential as post involves some peripatetic work. Part time appointment - 12½ hours per week. Scale 1.

Application forms and further details available from the Unit (telephone a.s.a.p. please), returned completed forms should be returned by 15th October 1985. (01841) 710000

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See Derbyshire Display advert, post reference CO/4/4 Page 10. (011391) 710000

Appointments Wanted

PIANO TEACHER

FTCL GTCL. ILEA panel studied Vienna - Cologne, seeks work London or outskirts.

Please ring 01-731 0010. (01768) 740000

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INSTITUTE OF EDUCATION

IN-SERVICE COURSES IN EDUCATION

Applications are invited from qualified teachers for the following full-time one-year in-service courses beginning in October 1986:

B.A.(Ed): Candidates take Curriculum Studies or Educational Organisation, Administration and Management plus three other units of study, selected from a wide range of options. The examination consists of four papers and assessed course work amounting to 20,000 words in all.

M.A.: Candidates choose one of three programmes: History and Philosophy of Education, History and Comparative Education; Communication Learning; Education and Society; Curriculum Studies; Pastoral Care; Management and Management of Innovation; Mathematical Education; Classroom and Curriculum; Science Education; Religious and Moral Education; Computers in Education, Philosophy of Education, Sociology and Media in Education.

Each programme consists of four units of study. The examination consists of four papers and a 20,000 word dissertation.

M.Ed.: Candidates choose one of these fields of study: Educational Organisation and Management; Secondary Education; History of Education; Philosophy of Education; Curriculum Studies; Research in a Teaching Subject; Victorian Studies; Pastoral Education; Pupil Relationships; International and Comparative Education; Curriculum Studies; Physical Education; Computers in School.

The examination consists of three papers (or two papers and one essay) plus a 20,000 word dissertation.

(The M.Ed. will also be available as a two-year part-time course for teachers living in the Hull Area).

Further particulars and application forms from The Secretary, Institute of Education, University of Hull, 173 Cottingham Road, Hull HU5 2EH. Tel: (0482) 467031. (16486) 760000

LEARN TO TEACH ENGLISH (EFL)

Half-term, Christmas, Easter, Summer

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The Department offers three types of advanced qualifications.

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Applicants should hold a good honours degree or its equivalent.

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Further details and application forms are available from The Administrator, Department of Educational Studies, 15 Norham Gardens, Oxford OX2 6PY (7326)

St Mary's College Strawberry Hill

Are you interested in SCHOOL/INDUSTRY LINKS?

The Diploma in the Principals and Practice of Industry and Commerce aims to give teachers from all subject areas a structured experience of industry and commerce in Great Britain with a view to future curriculum innovation and the establishment of closer school/industry links.

The course, leading to a University of Surrey Diploma, will be for one year, full time, and is for qualified teachers with at least three years' teaching experience.

Applications are now invited for places for the 1986/87 academic year.

For application forms and further particulars write to:

The Registry,
St. Mary's College,
Strawberry Hill, Twickenham, Middx. TW1 4SX.
Tel: 01 892 0051. (7326)

English as a Foreign Language

CAMBRIDGESHIRE
NORTHERN AREA

Required for January, 1986: Applications are invited from suitably qualified and experienced persons for the following post which forms part of Cambridgeshire's provision to implement its policy on Multi-cultural Education. Applicants for these posts must be recognised by the D.E.S. as qualified teachers.

TWO.1.86/TS SPECIALISTS (Burnham Scale III) to work with minority ethnic group children in primary, secondary and special schools in the borough and the second post will be based on Cambridge.

Possible housing assistance. Forms of application and further details (please state) are available from the Senior Area Education Officer, Shaftesbury Close, City Road, Peterborough PE1 1QJ. Closing date for completed applications: 14th October 1985. (40693) 700000

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Week and weekend courses Spring, and Autumn Terms 1986 for Primary and Secondary Teachers. Courses will involve theory, practical and play

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Brochure from The Director, Rodbaston Study Centre, Penkridge, Abbeyswyth SY23 3AD. Tel: Penkridge 762393. (16779) 760000

In Service Training

IN SERVICE TRAINING COURSES

Teachers of Modern Languages:

Federal Republic of Germany Summer 1986

France (La Rochelle) 2-3 April 1986

France (Montpellier) Summer 1986, 3 - 9 July

Italy (Modena) 27th March - 8th April 1986

Spain (Madrid) 17 - 31 March 1986

France (Strasbourg) 23 - 26 March 1986.

Teachers of Classics:

Italy (Rome) Easter 1986

Information and application forms from:

Teacher Exchange Department - Courses Section (TES) 11, Central Bureau for Educational Visits and Exchanges, Seymour Mews House, Seymour Mews, London W1H 9PE. Tel: 01-486 5101. (05449) 760000

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Conferences and Lectures

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STAFF DEVELOPMENT

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AN EXPLORATORY SEMINAR

To be held in the Arden House Post-Experience Centre from 5.30 p.m. on Friday 6th to 5.30 p.m. on Saturday 7th December.

Residential Fee £59: Non-Resident £40.

Further particulars from: The In-Service Office, Institute of Education, University of Warwick, Coventry CV4 7AL.

Closing Date for registration: 25th October 1985. (15779) 820000

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October 18th - 20th
COASTAL ECOLOGY
A residential seminar at Instow YHA Field Study Centre, North Devon. Includes talk by warden of Braunton Burrows Nature Reserve, and guided tour of the reserve.

Seminar fee £22. Accommodation and meals courtesy of YHA.

Further details from The Warden YHA, Worlington House, Instow, Bideford, Devon. Tel: 0271 860394. (15836) 820000

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It will aim to bring together different approaches to Development Training.

The Inclusive Conference Fee will be £55 + VAT.

Write or phone for details to DTAG Conference Co-ordinator 5 Butcher's Lane Preston Hitchin Herts SG4 7TR Telephone Hitchin (0462) 59563

This conference is sponsored by the Development Training Advisory Group (DTAG) whose members are

Outward Bound Brathay Hall Lindley
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Outdoor pursuit courses for children ages 11 - 18. Climbing, canoeing, caving, sailing, camping. Expert qualified instructors. Tuition courses to suit specific requirements for field trips. Duke of Edinburgh award assessor/instructor training courses.

Details/Brochure: The Warden, Dartmoor Expedition Centre, Widecombe, Devon (03642) 249. (06611) 910000

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Brand new purpose built residential centre for 60 persons. Carpeted C.H. throughout. Choice of Fieldstudy and Outdoor Activities programme. Fieldstudies lab. and lecture Rm. Full qualified staff.

Details The Director, Rheidol Study Centre, Capel Bangor, Aberystwyth SY23 3EX. Tel: (0970) 828328. (19898) 910000

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SNOWDONIA. Craigiau Centre, Llanrug, Caernarfon. For brochure Tel: 0286 880441. (01839) 910000

YOUTH ACCOMMODATION in Normandy near Caen: Centre International de Sejour. 5.01 La Cline, 14200 Herouville St Clair. Tel: (31) 82.24.55. (18061) 880000

Field Study Centres

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DARTMOOR ADVENTURE
Outdoor pursuit courses for children ages 11 - 18. Climbing, canoeing, caving, sailing, camping. Expert qualified instructors. Tuition courses to suit specific requirements for field trips. Duke of Edinburgh award assessor/instructor training courses.

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DRISCOLL HOUSE 200 single rooms, partial board, £80 p.w., all amenities. Apply 178 New Road, Fareham, Hants PO16 0QG. Tel: 0329 822 4175. (51896) 880000

NORTH WALES Multi-Activity Holidays. Field Studies and Weekend Accommodation. THE ALPS - Alpine Mountaineering and Activity Holidays for Young Teachers. ADVENTAIN VENTURES, Brecon House (TS), Greenhill Rd., Liverpool L18 7HQ. Tel: 051-724 8735. (05699) 880000

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College of Education campus centrally situated in the heart of England within 4 miles of M40 proposed access point.

Mansion house. Hall of residence. 3 classroom blocks. Gymnasium. Swimming pool. 9 staff dwellings. Various outbuildings. Mature parkland with playing fields. Farmland and grounds.

ABOUT 42½ ACRES

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